# THE PRINCETON SEMINARY CATALOGUE

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# THE PRINCETON SEMINARY CATALOGUE

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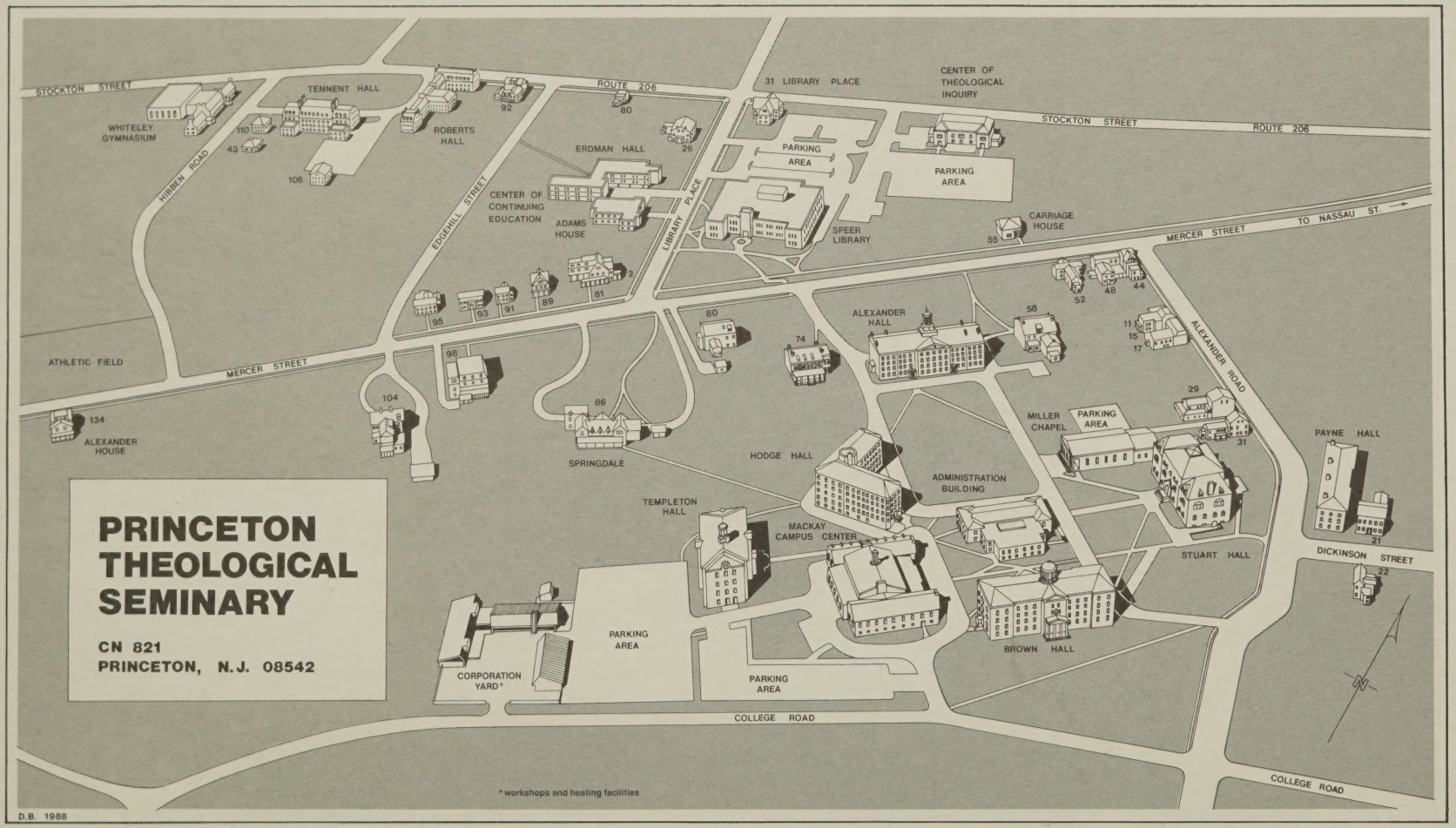
# CATALOGUE

## 1992 - 1993

ONE HUNDRED AND EIGHTY-FIRST YEAR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# Communication with the Seminary ~

Mailing Address Princeton Theological Seminary
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Communication with the Seminary will be facilitated if initial correspondence is addressed to the officers named below. The telephone numbers listed provide direct access to those offices.

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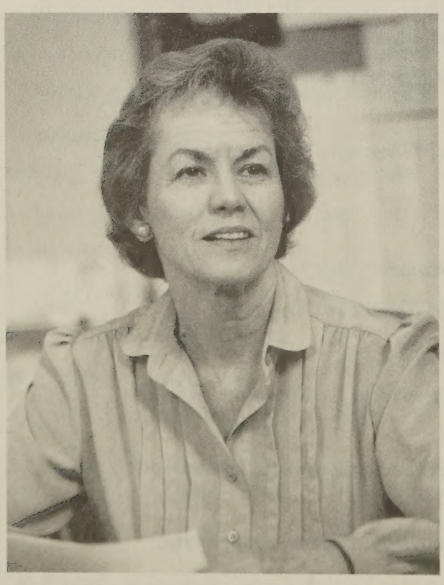
Seminary offices are open from 8:30 until 12:30 and 1:30 until 4:30, Monday through Friday, and on Saturday mornings by appointment.

# Visiting the Campus ~

Prospective students are encouraged to visit the Seminary campus at their convenience. *Arrangements made in advance with the Director of Vocations and Admissions* will facilitate opportunities during such visits for personal interviews with members of the Seminary staff, attendance at classes, and informal discussion with Seminary students. Visiting prospective students can be provided meals and lodging as our guests.

Such visits, though not a required procedure for admission, prove helpful to both students and admissions personnel. Visits may be scheduled throughout the year; however, the months of April and May are unusually busy with applications for admission. Therefore, a prospective student may wish to plan his or her visit for other times of the year.



MICHAEL BONGART

*Carolyn D. Nicholson*
*Dean of Student Affairs*

# Calendar 1992-1993

1992

| | | | |
|---|---|---|---|
| June 8 | Monday | | Summer session begins. |
| Aug. 7 | Friday | | Summer session ends. |
| Sept. 12 | Saturday | | Orientation for full-time students begins. |
| Sept. 15 | Tuesday | 8:00 p.m. | Opening convocation. |
| Sept. 16 | Wednesday | 8:00 a.m. | Fall classes begin. |
| | | 10:00 a.m. | Communion service. |
| Sept. 18 | Friday | | Presbyterian ordination examinations (through Saturday). |
| Sept. 29 | Tuesday | 4:30 p.m. | Deadline for changing fall classes without petition. |
| Sept. 30 | Wednesday | 2:30 p.m. | Postponed and reexaminations. |
| | | 4:30 p.m. | Deadline for 80% refunds. |
| Oct. 20 | Tuesday | 4:30 p.m. | Deadline for 50% refunds. |
| Oct. 23 | Friday | 5:20 p.m. | Fall reading period begins. |
| Nov. 2 | Monday | 8:00 a.m. | Classes resume. |
| Nov. 24 | Tuesday | 5:20 p.m. | Thanksgiving recess begins. |
| Nov. 30 | Monday | 8:00 a.m. | Classes resume. |
| Dec. 2 | Wednesday | 9:00 a.m. | Spring pre-registration begins. |
| Dec. 4 | Friday | 4:30 p.m. | Spring pre-registration ends. |
| Dec. 18 | Friday | 5:20 p.m. | Fall semester classes end; Christmas recess begins. |

1993

| | | | |
|---|---|---|---|
| Jan. 4 | Monday | 8:00 a.m. | Reading period begins. |
| Jan. 9 | Saturday | 9:00 a.m. | Final examinations begin. |

| | | | |
|---|---|---|---|
| Jan. 16 | Saturday | 5:30 p.m. | Final examinations end; intersemester recess begins. |
| Jan. 25 | Monday | 8:00 a.m. | Communion Service. |
| | | 9:40 a.m. | Spring classes begin. |
| Jan. 30 | Saturday | 9:00 a.m. | M.A. professional examination. |
| Feb. 5 | Friday | | Presbyterian Bible examination. |
| | | 4:30 p.m. | Course change deadline. |
| Feb. 6 | Saturday | 9:00 a.m. | Postponed and reexaminations. |
| Feb. 8 | Monday | 4:30 p.m. | Deadline for 80% refunds. |
| Feb. 19 | Friday | | Presbyterian ordination examinations (through Saturday). |
| Feb. 26 | Friday | 4:30 p.m. | Deadline for 50% refunds. |
| Mar. 5 | Friday | 5:20 p.m. | Spring reading period begins. |
| Mar. 15 | Monday | 8:00 a.m. | Classes resume. |
| Apr. 3 | Saturday | 9:00 a.m. | M.A. professional examination. |
| Apr. 9 | Friday | | Good Friday recess. |
| Apr. 23 | Friday | 5:20 p.m. | Classes end. Reading period begins. |
| Apr. 29 | Thursday | 9:00 a.m. | Fall pre-registration begins. |
| Apr. 30 | Friday | 4:30 p.m. | Fall pre-registration ends. |
| May 1 | Saturday | 9:00 a.m. | Final examinations begin. |
| May 3 | Monday | 12:00 noon | Deadline for papers by candidates for 1993 graduation. |
| May 8 | Saturday | 5:30 p.m. | Final examinations and spring semester end. |
| May 13 | Thursday | | Alumni/ae event begins. |
| May 14 | Friday | | Alumni/ae event ends. |
| May 16 | Sunday | 4:00 p.m. | Baccalaureate service. |
| May 17 | Monday | 10:00 a.m. | Commencement exercises. |

| | | | |
|---|---|---|---|
| June 21 | Monday | | Summer session begins. |
| July 5 | Monday | | Summer language begins. |
| Aug. 6 | Friday | | Summer session ends. |
| Aug. 27 | Friday | | Summer language ends. |

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The focus of the Seminary's work is the education of men and women for *ministry* in the *church* and in the *world*, and through it the advancement of theological learning. All aspects of the Seminary's operation serve this basic task: the teaching and learning in the classroom and elsewhere; the research and writing of faculty and students; the oversight and management of trustees and administration; the worship and life together of the whole community.

### *Ministry*

As a graduate professional school which affirms the conviction of its founders that "piety of the heart" and "solid learning" belong together, Princeton Seminary seeks

- to cultivate theological scholarship with its critical appropriation of the biblical witness and the Christian tradition;
- to encourage responsible expression of the faith in proclamation and action;
- to develop abilities to further the response of faith among the people of God;
- to refine skills in the pastoral, the teaching, and other ministries;
- to explore models for corporate worship and Christian life;
- to assist in the scrutiny of personal gifts and vocations.

*Church*

As a denominational seminary which regards its Reformed and ecumenical identities as intertwined and complementary in the search for the true and faithful form of a church "reformed yet always being reformed" in its theology, community, and mission, Princeton Seminary seeks

- to deepen the awareness of the Presbyterian heritage and its theological tradition in the framework of a broad ecumenical vision;
- to reach beyond region, race, nationality, and cultural orientation to include the whole people of God in its faculty, administration, and student body;
- to cultivate the encounter between living Christian traditions in classroom, worship, field experience, research, and scholarship, and by active participation in the ecumenical movement;
- to encourage an ever more inclusive, interracial, intercultural, and international community of Christian witness and scholarship in all the fields of its theological work.

*World*

As an institution of higher learning which is involved in constant dialogue with the world in many forms and on many levels in its Christian witness and scholarship, Princeton Seminary seeks

- to promote interaction with the disciplines of the university in the common search for truth;
- to engage in conversation and cooperation with all who are concerned for justice, freedom, peace, and human dignity;
- to foster theological education in which the ministry of evangelism and the ministry of social action are not separated;
- to be responsive to the challenges presented to the mission of the church today by the conflict among races, religions, nations, and sexes; by the signs of ecological deterioration; by the threat of war in an age of nuclear weapons; by the reality of poverty and exploitation; and by the widespread sense of powerlessness in the face of these global problems.

While taking pride in its specific calling, Princeton Theological Seminary recognizes its ongoing responsibility to be a servant of the whole church of Jesus Christ throughout the world; to cultivate the unity of all Christians in faith, hope, and love; and to join with scholars everywhere in the search for truth, for hope, and for guidance in the common life.

## HISTORY

The establishment of The Theological Seminary at Princeton by the General Assembly of the Presbyterian Church in 1812 marked a turning point in American theological education. Within the last quarter of the eighteenth century, all learning was of a piece and could be adequately taught and studied in the schools and colleges, nearly all of which were church-initiated. General education was also the context for professional studies in divinity, medicine, and the law. In the first quarter of the nineteenth century, professional training became disengaged from the college curriculum, medical and law schools were established, and seventeen divinity schools and seminaries came into existence.

On the threshold of the nineteenth century, powerful elements in American life, both secular and religious, were forcing some radical changes in the older, more unitive education and intellectual climate. The emergence of scientific studies, the expansion of the college curriculum, new economic and social responsibilities associated with democratic government, industrial development in the East and geographical movement toward the West—all such factors required the churches to reconsider their own mission and message.

There were also intramural conflicts within the churches. As the denominations multiplied, they became more self-conscious, polemical, and defensive. Local "parsons" found they were not always the undisputed intellectual "persons" in the community. The western migration created a sudden demand for ministers that could not be met under the old training programs, and the rough and ready people on the frontier were less exacting in their requirements for an educated ministry. Religious and theological tides in the meantime were running between deistical, rational influences and pietistic, revivalistic enthusiasm.

The plan to establish a theological seminary at Princeton was in the interests of advancing and extending the theological curriculum. It was not, as has sometimes been intimated, a sectarian withdrawal from secular university life. The educational intention was to go beyond the liberal arts course by setting up a postgraduate, professional school in theology. The plan met with enthusiastic approval on the part of authorities at the College of New Jersey, later to become Princeton University, for they were coming to see that specialized training in theology required more attention than they could give.

With fewer than a dozen students, Archibald Alexander was the only Seminary professor in 1812. He was joined the following year by a second profes-

sor, Samuel Miller, who came to Princeton from the pastorate of the Wall Street Church in New York. Though the faculty of the Seminary was as big (or as small) as at the College, it was a venture of faith bordering on the foolhardy to lay elaborate plans for the future.

To read back over the wording of the original "Design of the Seminary" is to perceive the early growth of the modern development in theological education in America—though the Princeton innovators were not at all thinking of breaking new ground except in the literal sense. They were prophetic enough, however, and among other things the "Design" noted that the purpose of the Seminary was

> to unite in those who shall sustain the ministerial office, religion and literature; that piety of the heart, which is the fruit only of the renewing and sanctifying grace of God, with solid learning; believing that religion without learning, or learning without religion, in the ministers of the gospel, must ultimately prove injurious to the church.

The dialectic suggested in the juxtaposition of piety and learning deserves some comment. It is an apt text for expounding the peculiar genius of Princeton Seminary and its view of theological education. The piety side of the formula stems from the accent on personal salvation, the experience of repentance and forgiveness, the Christian life of faith, justification, and sanctification, the reality of new selfhood in Jesus Christ, all of which can be traced to the roots of American religion, whether of the Puritan, Calvinist, Lutheran, Quaker, Wesleyan, or "left-wing" Reformation traditions. So it was that Princeton Seminary, as was true of most other divinity schools, deliberately defined itself as a school of "that piety of the heart," a training center for church leaders of all sorts, which specialized in preaching, the cure of souls, evangelism, and missions. To be sure, there were many at Princeton unsympathetic with much of the methodology of the new pietism and revivalism; but regarding the religious goals interpreted as personal salvation, "the fruit only of the renewing and sanctifying grace of God," there was unanimity between thumping revivalists and proper Princetonians.

The other side of the piety-learning formula was equally important for the founders of the Seminary. The new institution was never described as a Protestant monastery or retreat, a place distinguished mainly for prayer and meditation. It was to be a school with teachers and students, library and books, ideas of the mind as well as convictions of the heart, all in the service of "solid learning." The Reformed tradition, to which Princeton Seminary was and is committed, has always magnified the intellectual integrity of the faith. Theology has been a highly respected word on the campus. Systems and structures of thought, reflection on the meaning and application of the faith, clar-

ity of expression, and precision of definition—these are recognized norms for theological thinking.

The Seminary has been served by a remarkable succession of eminent Presidents. Francis Landey Patton (1902-1913) came to the Seminary after serving as President of Princeton University. J. Ross Stevenson (1914-1936) guided the Seminary through some turbulent years and expanded the institution's vision and program. John A. Mackay (1936-1959) strengthened the faculty, enlarged the campus, and created a new ecumenical era for theological education. James I. McCord (1959-1983), whose presidency saw the institution of the first center of continuing education at a theological seminary, the establishment of full endowment for twenty-six faculty chairs, and the construction or renovation of major campus residences and academic facilities, gave leadership to both the national and world church through denominational and ecumenical councils.

Thomas W. Gillespie became the Seminary's fifth president in 1983, having served as pastor of Presbyterian churches in Garden Grove and Burlingame, California. Since assuming the presidency, he has increased the size of the faculty, including the establishment of nine endowed chairs, and significantly lowered the student/faculty ratio. He has also led the Seminary in a building program that has seen the renovation of the main classroom building, Stuart Hall, and the addition of John and Irene Templeton Hall, a multipurpose building which houses speech and media facilities, the computer facility, and faculty and administrative offices. He has also given leadership to the Presbyterian Church nationally through its Committee on Theological Education.

Affiliated from the beginning with the Presbyterian Church and the wider Reformed tradition, Princeton Theological Seminary is today a denominational school with an ecumenical, interdenominational, and worldwide constituency. This is reflected in the faculty, in the curriculum of studies, and in the student body.

## CHAPEL WORSHIP

"Christian worship joyfully ascribes all praise and honor, glory and power to the triune God. In worship the people of God acknowledge God present in the world and in their lives . . . In worship the faithful offer themselves to God and are equipped for God's service in the world" (PCUSA Book of Order, W-1.1000).

Miller Chapel, built in 1834, was named for Samuel Miller, the second professor at the Seminary. Originally located beside Alexander Hall, it was moved in 1933 toward the center of the campus and its existence from the

early decades of the Seminary testifies to the centrality of worship to life at this institution. We come as a supportive gathering, to a place where we can share our gifts in a welcoming atmosphere.

Miller Chapel is not a "church" in the sense that an ordered congregation, under the direction of a duly called pastor and elected leadership, is constituted as part of a Christian denomination. The faculty, students, and administration of the Seminary are members of their respective churches in communities both local and worldwide. Our worship is God-directed, that is to say, it's focus is on both the community and the individual encountering God. In response to God's initiative and as an expression of our unity in Christ Jesus, members of the faculty, administration, and student body gather for worship daily, Monday through Friday, at 10:00 a.m.

Celebrations of the Sacrament of the Lord's Supper have been authorized by the General Assembly of the Presbyterian Church (U.S.A.), are under the direct authority of the President of the Seminary, and are ordinarily conducted according to the Presbyterian and Reformed tradition. In recognition of our commitment to ecumenicity as represented in all the constituencies of the Seminary community, worship according to traditions other than the Reformed is encouraged and provided, both for the enrichment of corporate worship and for the enlightenment of all. In all public celebrations of the Sacrament of the Lord's Supper, the invitation to commune shall be, ". . . extended to all who have been baptized, remembering that access to the Table is not a right conferred upon the worthy, but a privilege given to the undeserving who come in faith, repentance, and love" (B.O. W-2.4011). "All the baptized faithful are to be welcomed to the Table, and none shall be excluded because of race, sex, age, economic status, social class, handicapping condition, difference of culture or language, or any barrier created by human injustice" (B.O. W-2.4006).

Under the direction of the faculty, the program of chapel worship is supervised by a Chapel Council, the members of which are appointed annually by the President of the Seminary. A director of the chapel is appointed by and serves at the pleasure of the President of the Seminary. The director of the chapel exercises leadership by coordinating the functions of various committees of the Chapel Council and by supervising the work of the student chapel assistants, one of whom is designated assistant to the director of the chapel.

All members of the Seminary community are invited to participate in the work of one or more of the Council committees and may register their interests at the Chapel Office.

Acknowledging the power of language to create as well as describe ideas and attitudes, the Chapel Council of Princeton Theological Seminary recog-

nizes that language has often been used to perpetuate discriminatory biases and stereotypes among persons and groups. The Chapel Council of Princeton Theological Seminary is committed to the proclamation that God's grace is extended equally to all persons. In our effort to promote the Gospel of Jesus Christ, we believe that language itself can become a witness. The Chapel Council, therefore, urges inclusive language when referring to gender, race, ethnicity, age or physical ability.

## ALUMNI/AE AND SEMINARIANS

Since its founding in 1812, Princeton Seminary has graduated approximately 14,000 men and women. Women have graduated in significant numbers only in the last fifteen years, but now compose approximately one third of the students preparing for a variety of forms of ministry. Graduates presently serve the church throughout the nation, with alumni/ae represented in every state. Almost 1,000 Princeton alumni/ae serve the world church in more than 100 foreign countries.

Throughout the Seminary's history, students have come to Princeton from diverse undergraduate colleges and universities, as well as from the graduate programs of many other theological schools. Being rooted in the Reformed tradition, Princeton has always maintained close ties with its parent denomination, the Presbyterian Church (U.S.A.). The Reformed tradition includes a commitment to ecumenical dialogue, so Princeton has also welcomed students from other Protestant denominations, as well as from the Roman Catholic and Eastern Orthodox churches. Each year the student body also includes men and women from the world church, with a large number of international students registered in various degree programs. The dialogue and exchange between North American students and their colleagues from overseas is an invaluable part of theological education for both.

## THE SEMINARY AND THE PRINCETON COMMUNITY

Princeton is an academic, research, business and residential community located midway between New York and Philadelphia. Rich in history, the town was already on the map in colonial times and was the site of the Battle of Princeton during the American Revolution. Princeton has been home to many distinguished statesmen and thinkers. Aaron Burr, Jonathan Edwards, and Grover Cleveland lie buried in the Princeton cemetery. Princeton University began as The College of New Jersey in 1746 and several decades later Woodrow Wilson became its president and then went on to the White House. Albert Einstein, too, strolled the streets of the town from his home

on Mercer Street, just below the Seminary, to his office at the Institute for Advanced Study.

The Princeton of today is much changed from its colonial past. The University still stands at the center of the community, but several other academic institutions known for excellence in their fields have joined it—the Westminster Choir College, the Institute for Advanced Study, the Center for Theological Inquiry, and, of course, the Seminary. These schools continue to lend a quiet atmosphere of learning to the heart of the community, while around its perimeter a growing number of corporate centers and research laboratories thrive.

Still in essence a small town, Princeton has an uncommon breadth of cultural and educational resources. Residents and students alike have access to libraries, museums, churches, theaters, concerts, athletic events, and public lectures in the immediate vicinity, as well as the unequaled resources of New York and Philadelphia, each only a short distance by train or car.

## THE CAMPUS

The Seminary campus, enlarged in 1943 by the acquisition of land and buildings in the Stockton Street complex, now covers more than thirty acres. The plant consists of an administration building, four classroom buildings, a library, a chapel, a campus center building, four dormitories, three apartment houses, a gymnasium and athletic field, and a corporation yard. The Seminary also owns a considerable number of houses which are used as homes by members of the faculty and administrative staff.

With reference to the map on page 2, most of the following buildings may be easily located.

MILLER CHAPEL – The chapel, built in 1843 by Charles Steadman, a local architect and builder of repute, was named for Samuel Miller, the second professor at the Seminary. Originally located beside Alexander Hall, it was moved in 1933 toward the center of the campus. Through its doors have passed generations of students for prayer and praise, for communion and meditation, for reflection and inspiration, for preaching and instruction. The chapel is the center of the daily worship life of the Seminary community.

THE ROBERT E. SPEER LIBRARY – Erected in 1957 and named for the great missionary statesman, Robert E. Speer, a member of the class of 1893, this structure incorporates the contents of the former Lenox Reference and Circulating Libraries in a superb center for research and learning. In addition to a world-renowned theological collection, the building provides classrooms, study rooms, carrels, a conference room, a reading room, and lounges. A

description of the resources and book collections will be found on pages 149-152.

STUART HALL – The architect of Stuart Hall could have had in mind the hymn "A Mighty Fortress" when he designed the massive and imposing walls and turrets. Constructed in 1876, a gift of Robert L. and Alexander Stuart of New York City, its lecture rooms have been the forum for decades for the sharing of knowledge and wisdom between professor and student. Completely renovated in 1986 and 1987 to enhance and expand its lecture halls and seminar rooms, Stuart Hall now contains seventeen classrooms which are equipped with state-of-the-art educational media facilities and improved lighting and acoustics. Stuart Hall also accommodates a student lounge for off-campus students.

ALEXANDER HALL – Originally called the "Old Seminary" and later renamed for Archibald Alexander, the first professor, who taught and worked within its walls until 1851, the building initially housed students, the library, the chapel, classrooms, and a refectory. Constructed in 1815 and still architecturally the heart of the campus, it was extensively renovated in the summer of 1978 and is now a dormitory consisting largely of single rooms. The bell in the cupola summons the campus community to classes, to worship, to meals, and to meetings.

BROWN HALL – The gift of Mrs. George Brown of Baltimore, this structure was opened in 1865 as a men's dormitory. A host of students have lived here, coming from cities and small towns, from east and west coasts, and from six continents. The building was thoroughly renovated in the summer of 1979 to provide single-room accommodations for about 80 men and women.

HODGE HALL – Completed in 1893, this building was named for the Seminary's distinguished third professor, Charles Hodge. The L-shaped plan permits each room to receive sunlight during some part of each day. Originally a dormitory for men, it was later renovated to house women and married couples as well. The building was remodeled in the summer of 1980, providing facilities for about 70 students in single rooms and three-room suites. Remodeling of first-floor administrative offices in the summer of 1989 resulted in offices for 15 faculty members and three faculty secretaries.

TENNENT HALL – One of several buildings purchased in 1943 to provide a much-needed center for the School of Christian Education, Tennent Hall is named for William Tennent, who in 1726 founded the Log College, forerunner of Princeton University. In addition, there is here the name of Tennent College of Christian Education in Philadelphia, which assigned its assets in trust to the Seminary for the conduct of instruction in the field of Christian

education on the graduate level. The first dormitory for women on the Seminary campus, Tennent Hall was thoroughly renovated in the summer of 1982 to house the Christian education offices, several faculty studies, and two floors of apartments for married students.

ROBERTS HALL – This complex of three wings, acquired in 1943 and totally renovated in the summer of 1983, contains apartments of varying size to accommodate married students who prefer to live within walking distance of the main campus of the Seminary. Facilities for the International Students' Association are located on the lower level. The building was rededicated in honor of Edward Howell Roberts, dean and professor of preaching, who was an inspiration to ministerial candidates for over two decades.

PAYNE HALL – This hall for the housing of missionaries on furlough was given in 1922 by Mr. and Mrs. Calvin N. Payne of Titusville, Pennsylvania. It contains fully furnished apartments for twelve families. In assigning apartments, preference is given to missionaries and fraternal workers who propose taking a regular course of study at the Seminary.

THE WHITELEY GYMNASIUM – The gymnasium, purchased as a part of the Stockton Street complex, is named for Mrs. George H. Whiteley of York, Pennsylvania, who bequeathed a sum of money for a gymnasium originally designed to be part of a student center building. Facilities include courts for basketball, squash, handball, and racquetball. The Princeton chapter of Recording for the Blind, Inc., is housed on the lower level.

ADMINISTRATION BUILDING – This building, located in the center of the campus, was originally constructed as a refectory, and was converted into a gymnasium in 1910. It took on its present function as an administration building in 1945 and in 1981 an addition enabled the Seminary to bring under one roof most of the administrative offices.

JOHN ALEXANDER MACKAY CAMPUS CENTER – Completed in 1952, the Campus Center provides a place for many Seminary activities. Facilities which had been scattered in a number of eating clubs were replaced by one dining center. The building contains two dining rooms and a kitchen (completely renovated in the summer of 1992), a large auditorium with a stage, lounges, meeting rooms, faculty offices, the SGA office, the Women's Center, and the book store. Dedicated to the memory and witness of John Alexander Mackay, the third president of the Seminary, the building envisions "the creation on the campus of a Christian community whose members, drawn from diverse lands and churches, shall serve in all the world the one church which is Christ's body."

CHARLOTTE RACHEL WILSON APARTMENTS – On U.S. Route 1, about two miles south of the campus as the crow flies, stand the Charlotte Rachel Wilson Apartments, named in memory of the mother of a beloved friend of the Seminary, Mrs. Charles T. Newcombe. Her generous legacy lifted the mortgage from this very useful property which includes 25 two-story buildings, each containing eight apartments, some with one bedroom, others with two. They are available to married students with or without children or to single parents with dependents.

CHARLOTTE NEWCOMBE CENTER – Completed in the summer of 1982, the Charlotte Newcombe Center is located on the grounds of the Seminary's apartment complex. The building contains a large study section, with carrels for individual work, and an enclosed typing area. Other facilities include an informal lounge, a multi-purpose social room, and a small service kitchen.

CHARLOTTE RACHEL WILSON POOL COMPLEX – Opened in the spring of 1991, this year-round swimming pool facility contains a heated 30′ x 75′ pool, a 10′ diameter heated wading pool, and an adjacent shower/locker room. Located on the apartment complex grounds, it is available to all members of the Seminary community.

CARRIAGE HOUSE – This building, situated a few hundred feet from Speer Library, was purchased by the Seminary in 1965. It contains faculty and administrative offices.

ERDMAN HALL – In loving memory of Dr. and Mrs. Charles Erdman, alumni/ae and friends raised more than a million dollars to erect a dormitory, dedicated in 1981, on the site of their home, thus remembering their gracious hospitality. Dr. Erdman was a member of the class of 1891 and a member of the faculty from 1905 to 1936. One section of the building is a dor-

mitory for men and women; the other section provides residential quarters for the Center of Continuing Education.

ADAMS HOUSE – Located across Library Place from Speer Library, the building that was once a private residence and now houses the Center of Continuing Education has been named in memory of Dean Arthur M. Adams. Dean Adams was instrumental in the founding of the Center and supervised its program. Over 5,000 persons, both ministers and laypersons, participate in seminars and individual study programs here annually.

LENOX HOUSE – This stately residential structure on the corner of Stockton Street and Library Place first served as a faculty home. It has also been used as an accommodation for unmarried students and temporary location for the Seminary's speech and media facilities. Since 1989, it has housed several faculty research projects.

TEMPLETON HALL – The newest building on the Seminary campus is Templeton Hall, completed in February 1989. Named in honor of Sir John Templeton, who has served the Seminary for 37 years as trustee and financial advisor, and his wife, Lady Templeton, the facility houses speech and preaching classrooms and offices, fully equipped recording and television studios, educational media and curriculum development facilities, administrative offices, and the Seminary's computer center.

*Templeton Hall — Completed 1989*

# Programs of Study ~

## APPLICATION

A student desiring to enter the Seminary must file a formal application, a copy of which will be sent upon request. A non-refundable fee of $35.00 is required both of new applicants and of alumni/ae seeking admission to advanced programs. Princeton Seminary admits qualified men and women students of any race, color, and national or ethnic origin, irrespective of physical handicap.

## THE DEGREE OF MASTER OF DIVINITY

The program of study set forth for the Master of Divinity (M.Div.) degree is designed to prepare students for the parish ministry, for graduate study in theology and related disciplines, for various types of chaplaincy, for mission work at home and abroad, and for other forms of church vocation. The curriculum is planned to provide the flexibility and independence consonant with a broad theological foundation.

### *Admission Requirements*

It is recommended that the candidate's baccalaureate preparation include at least sixty semester hours, or twenty semester courses, in such liberal arts studies as English, philosophy, literature, history, and ancient and modern languages, together with some work in the natural and human sciences, especially psychology and sociology.

Among items specified on the application form, an applicant for the M.Div. program must furnish a letter of evaluation and endorsement from the minister or governing body of the church with which he or she is affiliated, together with three additional letters of reference from persons in a position to assess his or her qualifications for seminary study. It is expected that applicants shall be certified as ministerial candidates by the responsible governing body of their denomination, or are making normal progress toward such certification. In addition, the candidate must supply a transcript of all

college or university work pursued to date. When possible, this is to be supplemented by the Confidential Report of Academic Standing. If an applicant has not yet completed the baccalaureate program and is accepted for admission to the Seminary, a supplementary transcript must be provided indicating the awarding of a baccalaureate degree by an accredited college or university. Matriculation in the Seminary cannot be effected until this supplementary record has been received.

Whenever feasible, an interview with a member of the Seminary staff is recommended. Such an interview can be arranged through the office of the Director of Vocations and Admissions.

It is expected that applications for the M.Div. program be filed with the Director of Vocations and Admissions by March 1 for the following academic year, although applications submitted after March 1 will be considered.

Admissions are made on a rolling basis beginning in late November. Priority in the assignment of housing will be given on the basis of early application and admission.

### *Advanced Placement*

A student who has taken part of the theological course in a program conducted by a school accredited by the Association of Theological Schools in the United States and Canada, and who desires to be admitted with advanced standing should indicate that fact at the time of application. Upon being informed of his/her admission to Princeton Seminary, by the Director of Vocations and Admissions, the student shall:

1. provide a letter certifying good standing in the institution in which he or she currently is enrolled (or from which the credit is to be transferred) and dismissing him or her to this Seminary, and

2. consult with the Registrar of the Seminary regarding transfer credit that will be granted.

A maximum of thirty units of course credit will be received in transfer or as advanced placement toward the M.Div. degree, even though the applicant may have completed more than a year's work in another institution. Final decisions as to the amount of advanced placement to be received and its distribution in the Seminary's curriculum will not be made until complete transcripts are available and normally just prior to registration for the candidate's first semester at Princeton Theological Seminary.

Work completed more than seven years before the contemplated date of transfer, or courses passed below the grade of B, may not be accepted.

Where a candidate is permitted to apply credits earned in another seminary toward the Princeton M.Div. requirements, the equivalent of two full years

of study (sixty credits), including in all cases the final year, must be spent at Princeton Seminary.

### *Curriculum*

The Master of Divinity program requires the successful completion of courses (totalling 90 credit hours) drawn from the four academic departments of the Seminary, a listing of "general requirements," denominational requirements and electives. The specific course/credit requirements are allocated as follows.

#### BIBLICAL STUDIES

The student is required to take fifteen credits in this department, distributing the work as follows:

1. Courses OT101, Orientation to Old Testament Studies, and NT101, Orientation to New Testament Studies, which must be completed during the first year of work.

2. Nine additional credits, not all in the same Testament, drawn from courses numbered OT200 or NT200 and above (with the exception of advanced language classes, which may not be used to fulfill this requirement).

Entering students who have studied Greek and/or Hebrew in a college or university setting and who wish to have an introductory language prerequisite waived, must take the appropriate language placement examinations. Persons who have studied the equivalent of two full semesters or more of a biblical language at an ATS accredited seminary or divinity school and have earned a grade of B or better need not take a placement examination.

As a means of evaluating the student's ability to carry on exegetical work in New Testament, the Greek placement examination will seek to determine:

1. The candidate's ability to decline nouns, adjectives, and participles and to conjugate and parse (analyze) verbs.

2. His or her acquaintance with fundamental syntactical construction (such as those dealt with in J. W. Voelz's *Fundamental Greek Grammar*, Concordia Publishing Company).

3. His or her proficiency in translating moderately difficult passages from the Greek New Testament.

As a means of evaluating the student's ability to carry on exegetical work in Old Testament, the Hebrew placement examination will seek to determine the candidate's ability to:

1. Analyze Hebrew forms.

2. Understand the fundamental syntactical construction.

3. Translate prose passages from the Hebrew Bible.

Students who have studied modern Hebrew should become familiar with an introductory grammar such as T. O. Lambdin's *Introduction to Biblical Hebrew* (Scribner's) or C. L. Seow's *Grammar for Biblical Hebrew* (Abingdon).

HISTORY

The student is required to take fifteen credits in this department, distributing the work as follows:

1. In the division of Church History, both CH101, History of Christianity I, and CH102, History of Christianity II.

2. Nine additional credits, including a minimum of three credits in History of Religions, Church and Society, or Ecumenics.

THEOLOGY

The student is required to take fifteen credits in this department, distributing the courses as follows:

1. Courses TH221, Systematic Theology I, to be taken in the second semester of junior year, and TH222, Systematic Theology II, to be taken in the first semester of the middle year.

2. A third course (three credits) dealing with a major theologian or basic Christian doctrine, selected from a group designated as qualifying as a "third theology course for M.Div. candidates."

3. A course (a minimum of three credits) in Philosophy or Christian Ethics.

4. The final three credits may be drawn from any of the departmental divisions.

PRACTICAL THEOLOGY

The student is required to include in his or her program fifteen credits drawn from the offerings available in this department.

1. Courses SP101 and SP102, Speech Communication in Ministry I and II (two credits), which are to be completed in the first year.

2. Course PR201,-202, Introduction to Preaching (four credits), which is to be completed in the second year.

3. An additional nine credits, in one and three credit offerings drawn from all areas of the department, such that a minimum of six of the departmental areas will be represented in the student's program.

GENERAL REQUIREMENTS

The student's program includes eight to nine credits, plus a specifically designated course from either the History Department or the Theology Department, from this listing.

1. Course GM100, One Ministry, Many Forms (three credits), taken over the first year of the program.

2. Either course GM101, or GM102, Field Education Unit 1 (two credits), usually done during the summer between the junior and middler years, and one course from those numbered GM103 through GM106, Field Education Unit 2 (three credits), usually done during the middler year. At least one of these course sites must be a local church. The Field Education aspect of the M.Div. program is described in detail beginning on page 136 of this Catalogue.

3. In addition, members of the Presbyterian Church (U.S.A.) are required to take course GM201, Presbyterian Church Polity (one credit).

4. A course on Christian Responsibility in the Public Realm. Certain courses listed primarily in the History and Theology Departments may be used to meet this requirement. The course, the requirement for which does not add to the 90 credits required for completion of the M.Div. degree, may also be used to meet the appropriate departmental distribution requirement.

ELECTIVES

The twenty-one to twenty-two credits remaining in the student's program may be distributed as follows:

1. Introductory and advanced language classes, which do not meet Biblical Department distribution requirements.

2. Denominational requirements (e.g., United Church of Christ Polity, United Methodist History and Doctrine), which do not meet the distribution requirements of the departments in which they are listed.

3. A senior thesis (three or six credits).

4. Departmental electives over and above the requirements.

### *Part-Time Study and Acceleration*

The program of study leading to the M.Div. degree is designed to be completed in six semesters of full-time study, exclusive of any period that may be devoted to an internship.

In a few instances, usually occasioned by ill-health or extraordinary family circumstances, a portion of the work may be conducted on a part-time basis, and the time required to finish the degree is extended beyond three years. An M.Div. candidate should not expect, however, to pursue any substantial portion of the curriculum by part-time study. The foundational courses, and many others that are essential for a balanced and integrated program, meet through the week, and appropriate substitutes are ordinarily unavailable. The Seminary provides no assurance that a student who is able to attend class only on particular days, or for a restricted number of periods each day, will have access to the courses he or she needs to complete the graduation requirements.

In addition to the regular academic semesters, the Seminary provides a

summer session that is available to M.Div. candidates under certain defined conditions. Such candidates may draw upon the offerings of the summer session for the following reasons:

1. To pursue the intensive courses in Greek and Hebrew language and exegesis, in a less intense atmosphere than might obtain during the academic year.

2. To rectify deficiencies from the preceding year or to lighten their projected load for the year ahead.

3. To satisfy requirements of the Field Education sequence.

Summer courses must be selected with particular care, since several of these offerings may be applied toward the graduation requirements in a restricted way, and others carry no credit at all toward those requirements.

A candidate contemplating part-time study should be aware of the limitations that such status imposes on eligibility for financial aid, student housing, and loan deferment. The Seminary cannot certify to the Immigration and Naturalization Service an international student who is pursuing his or her work on a part-time basis.

## ACCELERATED PROGRAM IN MINISTRY AND SOCIAL WORK

A limited number of students can be accepted each year for an accelerated program leading to the Master of Divinity degree from the Seminary and the Master of Social Work degree from Rutgers University. This program is designed for students who expect to enter forms of ministry requiring competence both in the disciplines of theology and in those associated with social work.

The M.Div. requirements are completed as usual in the first three years. During the third year up to six units (credit hours) taken at Rutgers University may be credited toward the Seminary degree, while certain Seminary courses are credited toward the M.S.W. Immediately following the granting of the M.Div. degree, the student enters the summer session at the Graduate School of Social Work with advanced standing and may complete all requirements for the M.S.W. by June of the fourth academic year. Seminary housing is not available during this fourth year of study.

Applications for this program should be filed with the Registrar by May 1 of the second year of the theological course. A special bulletin covering the requirements of this program is available upon request.

## THE DEGREE OF MASTER OF ARTS

The two year Master of Arts (M.A.) program includes basic studies in biblical literature, theology, church history and practical theology. Special emphasis

on education includes theory and practice for the educational ministry of the church and special cultural and technical studies. The program is designed to prepare students for teaching the Christian religion in church or secular schools and for administering Christian religious education in Protestant and Catholic parishes and institutions.

### *Admission Requirements*

It is recommended that the candidate's baccalaureate preparation include at least sixty semester hours, or twenty semester courses, in such liberal arts studies as English, philosophy, literature, history, and ancient and modern languages, together with some work in the natural and human sciences, especially psychology and sociology.

Among items specified on the application form, an applicant for the M.A. program must furnish a letter of evaluation and endorsement from the minister or governing body of the church with which he or she is affiliated, together with three additional letters of reference from persons in a position to assess his or her qualifications for seminary study. In addition, the candidate must supply a transcript of all college or university work pursued to date. When possible, this is to be supplemented by the Confidential Report of Academic Standing. If an applicant has not yet completed the baccalaureate program and is accepted for admission to the Seminary, a supplementary transcript must be provided indicating the awarding of a baccalaureate degree by an approved college or university. Matriculation in the Seminary cannot be effected until this supplementary record has been received.

Whenever feasible, an interview with a member of the Seminary staff is recommended. Such an interview can be arranged through the office of the Director of Vocations and Admissions.

It is expected that applications for the M.A. program be filed with the Director of Vocations and Admissions by March 1 for the following academic year, although applications submitted after March 1 will be considered.

Admissions are made on a rolling basis beginning in late November. Priority in the assignment of housing will be given on the basis of early application and admission.

### *Advanced Placement*

A student who has taken part of the theological course in a program conducted by a school accredited by the Association of Theological Schools in the United States and Canada, and who desires to be admitted with advanced standing should indicate that fact at the time of application. Upon being informed of his/her admission to Princeton Seminary, by the Director of Vocations and Admissions, the student shall:

1. provide a letter certifying good standing in the institution in which he

or she currently is enrolled (or from which the credit is to be transferred) and dismissing him or her to this Seminary, and

2. consult with the Registrar of the Seminary regarding transfer credit that will be granted.

A maximum of thirty units of course credit will be received in transfer or as advanced placement toward the M.A. degree, even though the applicant may have completed more than a year's work in another institution. Final decisions as to the amount of advanced placement to be received and its distribution in the Seminary's curriculum (made in consultation with the Assistant Director of the School of Christian Education) will not be made until complete transcripts are available and normally just prior to registration for the candidate's first semester at Princeton Theological Seminary.

Work completed more than seven years before the contemplated date of transfer, or courses passed below the grade of B, may not be accepted. On occasion, a candidate for the M.A. degree may be permitted to apply university graduate work toward the program requirements, but these credits will subsequently be disallowed if he or she changes to the M.Div. program.

Where the candidate is permitted to apply credits earned elsewhere toward the Princeton M.A. requirements, the final year of study (thirty credits) must in all cases be spent at Princeton Seminary.

### *Program Sequence*

The components of the Master of Arts program (with emphasis in Christian education) are two in number:

1. *Sixty credit hours distributed over four semesters of study.* Certain of the credits are assigned to specific requirements, and the remainder may be drawn from available electives.

2. *A professional examination over the basic material in Christian education and in the other areas of the Seminary program.* The preparation for this examination should be done partly through formal courses and partly through independent reading. The professional examination will be given at the end of the first semester of the final year of study; or early in April for transfer and post-M.Div. students.

### *Curriculum*

The student's academic requirements are drawn from the four academic departments and a listing of general requirements.

#### BIBLICAL STUDIES

The student is required to take six credits in this department, as follows: courses OT101, Introduction to Old Testament Studies, and NT101, Introduction to New Testament Studies.

HISTORY

Course CH102, History of Christianity II, three credits, is required.

THEOLOGY

Courses TH221, Systematic Theology I, and TH222, Systematic Theology II, fulfill the six credit requirement of the Theology department.

PRACTICAL THEOLOGY

The twenty-five credits required in Practical Theology are distributed as follows:

1. Course PT201, Pastoral Care and Counseling, three credits.
2. Course SP101, Speech Communication in Ministry I, one credit.
3. A course in worship.
4. A course in group leadership and dynamics.
5. Five three-credit courses in Christian Education, as follows: course ED101, Introduction to Christian Education; a course in faith and human development; a course in transcultural or socio-cultural foundations; a course in teaching; and one non-designated elective.

GENERAL REQUIREMENTS

The student's program includes eight to nine credits from this listing.

1. Course GM100, One Ministry, Many Forms (three credits), taken over the first year of the program.
2. Course GM111, MA Field Education Unit 1 (two credits), usually done during the summer between the junior and senior years.
3. Course GM113, MA Field Education Unit 2 (three credits), usually done during the senior year.
4. In addition, members of the Presbyterian Church (U.S.A.) are required to take course GM201, Presbyterian Church Polity (one credit).

ELECTIVES

The eleven to twelve credits needed to complete the program may be in courses drawn from any one or more of the four academic departments.

### *Post-M.Div. Program*

Candidates who hold the M.Div. degree ordinarily can complete the M.A. in Christian education requirements in one additional year of full-time study. In each case the specific program components will be determined in terms of the student's previous education and experience.

## THE DEGREE OF MASTER OF THEOLOGY

The program of studies for the degree of Master of Theology is designed for students who wish to improve or deepen their preparation for ministry be-

yond the level reached by their M.Div. course, or who desire to acquire a preparation for specialized ministries of the church.

*Admission Requirements*

Applications for the degree of Master of Theology (Th.M.), together with the necessary supporting documents, must be filed with the Director of Vocations and Admissions by May 1 for the following academic year. Applications submitted after May 1 will be considered if space is available. Applications from international students must be filed by February 1 for the following academic year. (For other information regarding admissions policy and procedures for international students refer to the "International Student Policy Statement" available from the Office of Vocations and Admissions). The Admissions Committee holds meetings periodically throughout the year to consider those applications for which the files of credentials are complete. Each applicant will be notified of the committee's action as soon as practicable after a decision has been reached. Those who seek admission to this program will find it to their advantage to make application at an early date, since the number of positions available in some fields is necessarily limited.

An applicant for the Th.M. degree is required to furnish, among other items specified on the application form, a letter from the appropriate official of the applicant's endorsing governing body, stating that he or she is in good and regular standing with the denomination, together with three additional letters of reference from persons in a position to assess his or her qualifications for graduate theological study. In addition, the applicant must submit a transcript of all college and seminary work pursued to date. If accepted, evidence must be provided to show that the applicant has been awarded the degrees of Bachelor of Arts and Master of Divinity, or their equivalents, from approved institutions. The equivalent of the M.Div. degree is completion of a three-year post-baccalaureate program designed as preparation for ordained ministry. Matriculation in the Seminary cannot be effected until this record has been received.

Applicants wishing to receive the Th.M. degree in either the Department of Biblical Studies or in the area of Preaching and Worship (Department of Practical Theology) must have a knowledge of Greek and Hebrew.

Applicants wishing to receive the Th.M. degree in the area of Pastoral Theology (Department of Practical Theology) must have completed one unit of clinical pastoral education or an introductory course in pastoral care and counseling or have equivalent pastoral experience, prior to matriculation.

Applicants who receive notice of admission prior to February 15 must indicate to the Director by March 15 whether or not they will accept admission

to the Seminary. Applicants receiving notification after February 15 must indicate their decision within thirty days.

*Program*

Twenty-four units (credit hours) are required for the Th.M. degree. If the candidate wishes to present a thesis in partial fulfillment of the requirement, it shall be assigned six units of academic credit. Courses ordinarily must be taken in the area of the department in which the candidate is specializing. However, the student may be permitted to take courses in other areas of the department, or in areas of other departments, if in the judgment of his or her faculty adviser these courses are related to the student's field of concentration.

The candidate who seeks the degree without the presentation of a thesis must pursue one or two courses which will require the writing of an essay or essays, which give evidence of ability to engage in research and present his or her investigation in an acceptable literary and academic form.

Each candidate will be assigned an adviser by the Registrar. Candidates will arrange their programs of study in consultation with their advisers, and in accordance with the programs developed for their chosen areas of study. As a rule, introductory level courses may not be chosen for credit toward the Th.M. degree. In special cases, the student's adviser may give permission for selecting such courses, provided the instructor will give special assignments in accordance with the requirements for the Th.M. degree.

When a thesis is presented in partial fulfillment of degree requirements, it must be submitted to the professor concerned by May 1.

The candidate must spend a minimum of one year in residence and should, within that period, normally complete all courses and the thesis (where applicable). The schedule of courses in several program areas is so arranged, however, that candidates may attend class one day each week for eight semesters in succession, and receive the degree in four years. Class days may vary from semester to semester. If an extension of time is desired, the candidate must make petition to the Dean of Student Affairs. Extensions ordinarily are granted for one or two semesters at a time.

Candidates must attain an average of 2.70 (B minus) or better in order to qualify for the Th.M degree. In view of this restriction, they may not choose to have their work evaluated on a pass/fail basis.

## THE DEGREE OF DOCTOR OF MINISTRY

The program of studies for the degree of Doctor of Ministry (D.Min.) is designed to enhance the ability of ministers to act as leaders of the church in its various visible expressions. The primary educational objective of the program

is to teach ministers to reflect in an integrative way on the human experience of ministry in light of theological commitments and values. The aim is to achieve a sense of both theological and behavioral "connectedness" about ministry that can be articulated in theories of why ministers do what they do in the contexts in which they work. A D.Min. candidate is required to be engaged in a recognized form of fulltime ministerial practice for the duration of the program, which is designed as "in-service" education.

*Admission Requirements*

Applications for the degree program, together with the necessary supporting documents, should be filed with the Director of the D.Min. Program not later than March 15 for the following academic year. Applicants are informed of the decision of the Admissions Committee on or about the first of May.

An applicant for the D.Min. degree is required to furnish, among other items specified on the application form, the following credentials:

1. An official transcript of all college and seminary work pursued to date. Included must be indications that the degrees of Bachelor of Arts and Master of Divinity, or their academic equivalents, were received from approved institutions.

2. Three letters of reference in which assessment is made of his or her ministerial practice.

3. An extended personal statement dealing with aspects of his or her ministerial practice and including a tentative sketch of a feasible final ministry project.

4. After admission and before matriculation an endorsement from his or her session, governing board, or supervisor, approving the expenditure of time called for by the program.

5. Declaration of a single subject-matter area selected from the D.Min. "Agenda of Concerns" as the focus of D.Min. study and final project.

The program is limited to persons who have been engaged full time in the regular practice of ministry for a period of at least three years following receipt of the Master of Divinity degree or its academic equivalent. Applicants who receive notice of admission to the program must indicate to the Director within thirty days whether or not they intend to accept that admission.

*Program*

As an advanced degree program of ministerial studies, the D.Min. is related to but different from many continuing education programs for ministers. It requires strong commitment to a disciplined course of study, the cultivation of a particular "habit of mind," the development of critical self-awareness in the performance of ministry, and the demonstration of a high level of minis-

terial competence through the preparation and public sharing of a well-defined ministerial project.

THE D.MIN. "HABIT OF MIND"

Doctor of Ministry study seeks to create in its candidates a certain way of perceiving and thinking about ministry and their work. This "habit of mind" is a theologically informed praxis of ministry that manifests the unity and interrelatedness of theory and practice in service to the ministry of the whole people of God. Included in such a "habit of mind" are practical theological interpretation and construction, contextual and relational thinking about the church and ministry, and critical attention to the ways the separate parts of ministry situations — people, events, places, and issues — influence each other and go together to form the particular "events" of ministry.

STRUCTURE AND METHOD OF THE PROGRAM

Four essential *dimensions of ministry* form the curricular structure of the D.Min. They are integrally related to each other and can be thought of as enduring perspectives or "lenses" through which all concrete ministerial experience can be viewed. D.Min. learning activities (including papers and discussions, case studies, readings, reports and evaluations) are organized around these four dimensions.

1. INTERPRETING SCRIPTURAL AND TRADITIONAL SOURCES of Christian faith so that they are capable of generating and shaping particular ways of faith and life in relation to God and others. In this dimension of ministry the focus is on the interpretation and communication of the biblical witness and the church's faith in its various formulations as they have to do with human existence and the church's mission in the world.

2. ENCOURAGING, HELPING, AND EMPOWERING people as they struggle with various forces in their lives that sometimes are destructive and bring about suffering and despair. The focus in this dimension of ministry is on personal (and interpersonal) struggle and hope for renewal, transformation, and fulfillment.

3. ENVISIONING AND ORGANIZING forms of communal life and action that embody Christian faith in neighborhood, city, state, national, and international settings. The focus is on the communal embodiments of Christian faith in the world.

4. RETHINKING CHRISTIAN FAITH IN GOD. The focus here is on the continuing task of theological formation and restatement in light of the experience of ministry in the world even as that experience is always under re-examination and formation in the light of the challenge of the witness of Scripture and the church's faith.

The D.Min. *Agenda of Concerns* is a list of eight critical ministry subjects that in the Faculty's judgment represent some of the most primary concerns

in ministry today, calling for special analysis, theological reflection, and new ministerial practice. *At admission each candidate elects to concentrate his or her D.Min. attention on one (or in some cases two) of the ministry concerns listed in the Agenda.* While the four dimensions of ministry described above constitute the organizing *structure* of D.Min. work, the Agenda of Concerns specifies the *subject matter content* of ministry experience with which candidates work in the program. The content of the D.Min. workshops, program of individual study, and subject of the final project (described below) are selected and guided by the particular concern chosen as the focus of a candidate's program.

The current approved Agenda of Concerns is:

1. Family patterns and needs
2. Lay ministry and leadership
3. Ethnicity and racial justice
4. Addictions and dependency
5. Economic disparity and injustice
6. Gender, sexism, and sexuality
7. Ministry in a multi-religious society
8. Religious experience and practice in a secular and pluralistic world

Further information about the nature of these concerns and their operation in the program is to be found in descriptive brochures available from the Doctor of Ministry Office.

CURRICULUM SEQUENCE OF THE D.MIN.

Actual D.Min. learning activities take place in three phases of the program: (1) Individual Program of Study, (2) D.Min. Workshops, and (3) the Final Ministry Project. (There is no separate examination phase.)

a. INDIVIDUAL PROGRAM OF STUDY. Immediately upon admission, candidates begin to negotiate with the D.Min. Director and selected faculty advisers individual programs of independent study and learning tasks to facilitate achievement of the aims of the program. The Individual Program of Study represents an agreement between candidate and Seminary and is an integral part of the requirements for the degree. It includes commitment to reading a selected bibliography and, depending on a candidate's background and educational need, may also contain such activities as continuing education seminars, academic courses either at Princeton Seminary or elsewhere, independent consultation with resource persons, and field observation or supervision activities related to the particular ministry concern of a candidate's program. The Program of Study will provide ways for candidates to be accountable for their progress and will include submission of various written reports related to independent study activities.

b. D.MIN. WORKSHOPS. Required on-campus residency for the D.Min. oc-

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curs in three special workshops over a two-year period, each of approximately three weeks' duration and led by two or more D.Min. faculty members. In workshops, candidates are introduced to the integrative method of the program through the four Dimensions of Ministry, guided in understanding the contextual and relational aspects of ministry, and offered faculty input in the Agenda of Concerns and other theological subjects. Candidates write and discuss a structured series of Ministry Experience Reports based on their own work as a major part of the workshop experience.

The first workshop occurs in either the fall or early winter next after spring admission, and the second and third workshops are held in the two succeeding summers. Candidates live and work in private residential quarters on the Princeton campus for the duration of each workshop.

c. FINAL MINISTRY PROJECT. The culmination of the D.Min. program is the researching, executing and writing up of a major ministry project within the area of each candidate's focal concern. Projects are advised by faculty members. All final projects are characterized by the presence of a clearly articulated theological rationale and a connectedness to the context in which ministry occurs. They may take a variety of forms, some resembling research documents, others featuring the development of a resource for ministry. Whatever their form, all projects must meet the criteria established by the program and supervised by the faculty. Undertaking on the final ministry project requires recommendation by leaders of the third workshop and approval of an acceptable project proposal by the D.Min. Studies Committee.

COMPLETION OF THE PROGRAM

Progress through the stages of the program is regularly evaluated and determined by the faculty, the D.Min. Director, and the D.Min. Studies Committee. Typically, completion of any phase of the program is certified by its faculty leaders, and additional working papers or projects may from time to time be required as the basis for evaluation. Any candidate who for whatever reason discontinues his or her program after satisfactory completion of the third workshop is eligible to receive certification as a "Fellow in Pastoral Leadership Development."

The D.Min. is designed to be completed within three or four years from admission. Candidates must complete their final project within two years following admission to final project status after completion of the third workshop, unless their candidacy is extended for cause by the D.Min. Studies Committee.

Tuition for the entire program is $6,600, and is payable in four installments (one upon acceptance, and one sixty days prior to the beginning of each of the three workshops). Room and board expenses while attending workshops are additional. Failure to pay any installment by the date due will result in the candidate being dropped from the program. Any exception to this rule may only be with the written approval of the Vice-President for Financial Affairs. In no case, however, will a candidate be permitted to begin a workshop unless the Seminary has received payment of the required installment.

For application materials, and/or further information and descriptive materials covering all phases of the program, write or call:

Director
Doctor of Ministry Program
Princeton Theological Seminary
CN821
Princeton, New Jersey 08542-0803
Telephone: (609) 497-7875.

## THE DEGREE OF DOCTOR OF PHILOSOPHY

The Doctor of Philosophy program is designed to prepare men and women for independent scholarship in various dimensions of the study of religion and for teaching in colleges and theological seminaries. Work currently is offered in five areas:

1. Biblical Studies [Old Testament, New Testament]

2. History and Ecumenics [Church History; History of Doctrine; Mission, Ecumenics, and History of Religions]

3. Theology [History of Christian Doctrine, Systematic Theology, Philosophy and Theology, Christian Ethics]

4. Religion and Society [Sociological Theory, Social Ethics]

5. Practical Theology [Christian Education, Pastoral Theology, Theology and Communication in Preaching]

Upon petition, interdisciplinary programs are also sometimes approved and are pursued under the direct supervision of the Committee on Ph.D. Studies.

*Admission Requirements*

Applications for the degree of Doctor of Philosophy (Ph.D.), together with the necessary supporting documents, must be filed with the Director of Ph.D. Studies. Applications and supporting materials must be in Princeton by January 10, 1993. Applicants will be informed by mid-March of the Committee's decision.

An applicant for the Ph.D. degree is required to furnish, among other items specified on the application form, the following credentials:

1. Transcripts of all college and seminary work pursued to date. Before matriculation, evidence must be provided to show that the applicant has been awarded the degree of Bachelor of Arts or its equivalent from an approved college or university, and the degree of Master of Divinity or its equivalent from an approved theological institution.

The M.Div. degree is required of candidates in Practical Theology. In other fields of study, if the M.Div. or its equivalent be absent, a minimum of two years of graduate study in religion is required. Included in the two years must be a course in each of Old Testament; New Testament; systematic theology, philosophy, or ethics; history of religions; a human science in relation to religion; and two courses in the history of Christianity.

2. The results of the General Test of the Graduate Record Examination. This examination is given at numerous centers throughout the world by the Educational Testing Service. Applications to take the examination are available from Educational Testing Service, Princeton, New Jersey 08541, or (for far western states) Box 27896, Los Angeles, California 90027. For applicants whose native language is not English, the Test of English as a Foreign Language, also administered by Educational Testing Service, is to be substituted. The Educational Testing Service will transmit the examination results directly to Princeton Seminary.

Candidates in the Practical areas are required to submit evidence of professional practice under close supervision, or else must arrange to engage in such practice during their period of residence.

3. An academic paper in his or her intended area of specialization. This paper, either previously or specially prepared, should, in the mind of the

applicant, be representative of his or her best work. It should ordinarily be between twenty and forty pages in length. The paper will be evaluated by the following standards as evidence of the candidate's ability to work on the doctoral level in the intended area of specialization: (a) understanding of the subject treated and the materials used, (b) knowledge of relevant bibliography, (c) cogency and clarity of argument, and (d) constructive originality of thought.

Applicants who receive notice that their applications have been approved must indicate to the Director within thirty days whether or not they intend to accept admission to the Seminary.

### *The Sequence of a Typical Program*

The program of any particular doctoral candidate may deviate from the following outline at some points, but this sketch indicates in general what may be anticipated. A Ph.D. Catalogue Supplement containing more complete information concerning the Ph.D. program may be obtained by addressing the Director of Ph.D. Studies.

1. It is necessary for the entering doctoral candidate to demonstrate a working knowledge of at least one of the required modern languages prior to matriculation. A translation test must be passed at the latest in September, or the candidate must have successfully completed the summer course for doctoral candidates in French or in German at Princeton University. Candidates who do not pass the translation test, or who do not successfully complete the University language course, may register for only one seminar or course and must study the modern language with an approved tutor at their own expense. Both modern language requirements must be fulfilled before the beginning of the second year or the candidate's program will be terminated.

2. Orientation for incoming doctoral students is held immediately before the opening of the fall term in September. Questions of registration and advisement are handled at this time. The student is assigned a primary adviser and, usually, two other members of a residence committee. It is from this residence committee and especially its chairperson that the student secures counsel with regard to courses and other aspects of his or her program until the time of the comprehensive examinations.

3. A two-year period of full-time resident study prior to the completion of the comprehensive examinations is normally required. In no case is advanced standing granted at the time of acceptance for candidacy. In exceptional cases the committee on Ph.D. Studies may later reduce the time of resident preparation for the comprehensive examinations on recommendation of the can-

didate's department. Under no condition will the minimum requirement of two years' full-time tuition be reduced.

4. In the second term of the first year of residence the student's work is reviewed by his or her residence committee and, if satisfactory progress has been made, further courses of study are planned, leading to the comprehensive examinations.

5. The period of resident study culminates in the comprehensive examinations which are usually four or five in number, designed for five hours of writing each, followed by an oral of approximately two hours. With the permission of the candidate's residence committee and department, an essay may be presented in lieu of one of the examination papers. Other variations in testing procedure must be approved by the Committee on Ph.D. Studies. With specific exceptions approved by departments and the Committee on Ph.D. Studies, all examinations should be taken at one period, of which there are three each year: September and early October, January, and May. Students may take the comprehensive examinations in May of the second year of residence, or in September/October or January of the third year of residence. With permission of the candidate's residence committee and department, the examinations may be divided between no more than two of the consecutive dates within this period. Students must complete all seminars and the grades must be received in the Ph.D. Studies Office before comprehensive examinations are begun. Exception to this rule is made for any seminars in which a student is enrolled during the term in which comprehensive examinations are being taken. Under no circumstances may examinations be undertaken until all language requirements have been satisfied, or before a dissertation topic has been approved by the student's department.

6. The student is urged to give thought to possible areas and topics for the dissertation from the very beginning of residency. Seminar and course papers might well be chosen in part to explore such possibilities. A research topic should be worked out with the residence committee during the second year of residence. This research topic must be approved by the department prior to the beginning of the comprehensive examinations. After completion of the examinations, the Ph.D. Studies Committee will appoint a dissertation committee upon nomination by the department concerned, taking into account the research topic and the candidate's own suggestions. The chair of the dissertation committee must be a full-time member of the Seminary faculty. Under the guidance of the dissertation committee, the student develops the research topic into a formal dissertation proposal which must be submitted to the Ph.D. Studies Committee for approval. The comprehensive examinations must be passed and the dissertation proposal approved no later than May of the third year; this deadline is strictly observed.

7. After the dissertation proposal is approved, the student writes the dissertation (limited to 250 pages) following procedures of counsel and evaluation agreed upon with the members of the dissertation committee. The final draft must be approved by the dissertation committee no later than March 15 of the year in which the degree is to be conferred. After the dissertation is approved, the date of the public oral examination is set by the candidate's department, in consultation with the dissertation committee and the candidate. Upon satisfactory completion of this examination the candidate is recommended for the degree by the examiners.

8. Two unbound copies of the dissertation must be deposited in the Ph.D. Studies Office at least one week prior to the last regular faculty meeting of the second semester. Each copy must include an abstract of not more than 350 words. The dissertation is made available to the scholarly world by microfilm, for which the candidate completes the Microfilm Publication Agreement Form in the Office of Ph.D. Studies. The abstract is published in *Dissertation Abstracts*.

Upon the completion of full-time resident study, candidacy is maintained by the payment of an annual continuation fee of $500. This fee is designed to cover the cost of institutional services ordinarily rendered to a student actively engaged in the writing of a dissertation. It does not envision, however, the pursuit of additional courses for academic credit. All degree requirements normally must be completed within six years of the beginning of candidacy. Extensions beyond this limit are granted only on the basis of significant progress on the dissertation. If all degree requirements are not completed within nine years, the candidacy will automatically expire. Failure to pay tuition or continuation fees for an academic year without written approval of the Business Manager will terminate the candidacy.

## ADDITIONAL PROGRAMS AND REQUIREMENTS

### *National Capital Semester*

The National Capital Semester for Seminarians offers an opportunity for a limited number of students to spend their fifth term of residence in Washington, D.C., for the study of public policy from a theological perspective and for encounter with persons involved in the political process. The program entails supervised study, direct political interaction, and ethical reflection, and offers a full semester of academic credit. Participants retain their enrollment in Princeton Seminary during the National Capital term, pay tuition to this institution, and are eligible for financial assistance. Application for

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the program should be made to the Dean of Academic Affairs by February 1 for the following autumn semester.

*Program for Asian American Theology and Ministry*

The Program for Asian American Theology and Ministry has been established by Princeton Theological Seminary to facilitate the theological education of leaders for the rapidly growing Asian American churches in the United States. The work of the program finds focus in the recruitment, education, and placement of bilingual and bicultural Asian American M.Div. students; the continuing education of Asian American clergy and laity; and the development of theological, educational, and bibliographic resources for an effective ministry in Asian American contexts.

Beyond its service to the Asian American church, the program seeks to promote mutual understanding and solidarity among persons of all ethnic and racial backgrounds, both within the Seminary and in the wider Christian community. Further information about the program and its activities may be secured by writing to:

Director
Program for Asian American Theology and Ministry
Princeton Theological Seminary
CN821
Princeton, New Jersey 08542-0803

### *Special Students*

The Seminary admits a limited number of qualified applicants who desire to pursue studies in the Seminary on a matriculated basis but who do not wish to enroll as candidates for a degree. Special students usually are admitted for only one year of study and pursue a carefully selected group of courses under a faculty adviser. They pay tuition either by the semester or by the unit of credit. Inquiries should be directed to the Director of Vocations and Admissions.

### *Auditors*

Auditors are persons who have secured the permission of the professor to attend the class lectures for a course in which they are not enrolled for credit. Auditors should not expect to participate in class discussion (e.g., ask questions) or attend preceptorials, and may not take examinations or ask professors to evaluate work of any kind, and *no record will be maintained of any classes attended on this basis. Courses begun on an audit basis may not subsequently be changed to credit status.*

Regularly enrolled students, faculty spouses, student spouses, and persons invited by the President to be guests of the Seminary may audit classes by having the professor sign an audit authorization form (secured from the Office of the Registrar) and returning the signed form to the Registrar no later than the tenth class day of the semester (the end of drop/add period).

Other qualified persons may audit classes, provided they have secured the permission of the professors involved, have enrolled with the Registrar, and have paid the required fee for each course audited. Applicants should correspond with the Registrar. No outside auditors will be received after the first day of the term.

### *Unclassified Students*

As a courtesy to other recognized schools of theology, students from those institutions may occasionally be admitted for a semester or a year of full-time or part-time work. The grades for such persons are transmitted to the sending schools, and Princeton Seminary provides no further transcript service. Unclassified students received in this way are not regarded to be alumni/ae of the Seminary.

A similar courtesy is extended to graduates of the Seminary who reside in the area and who wish to pursue an occasional course without becoming candidates for an advanced degree. Such work is appended to the graduate's Seminary record.

Persons who wish to inquire about unclassified status should correspond with the Registrar. Unclassified students are charged regular fees but are not eligible for financial assistance, and normally cannot be considered for campus accommodations.

### *Visiting Scholars*

The Seminary offers its facilities to a limited number of mature scholars who wish to engage in research, usually as part of a sabbatical leave from another institution. Such persons may apply for status as a Visiting Scholar which will grant them one or more privileges in regard to the use of the Seminary's resources. Use of the library, attendance at classes, and low rental furnished apartments are included among these privileges. Applicants for Visiting Scholar privileges should correspond with the President. The deadline for applications is November 15 for the following academic year, and applicants are usually notified by January 15 regarding the status of their applications.

### *International Students*

Along with the other admission credentials, an international student desiring to enter the Seminary is required to have sent to the Director of Vocations and Admissions (or, in the case of a Ph.D. applicant, the Director of Ph.D. Studies) a statement from his or her national church endorsing his or her educational plans as necessary preparation for a position of leadership in that church.

Occasionally, an application is received from a student whose preparatory education reflects a system rather different from that typical of the United States. In such instances, the equivalent of the A.B. degree is considered to be four years of regular academic study, primarily in the humanities, arts, and sciences, beyond the secondary (G.C.E.) level. Three additional years of full-time study, principally in the disciplines of theology, are then required to establish M.Div. equivalency.

In the case of an international student whose native language is not English, final approval of the application shall be contingent upon the receipt of a certificate of proficiency in written and spoken English. The basis of evaluation shall be the Test of English as a Foreign Language (TOEFL) unless the Director of Vocations and Admissions or Committee on Ph.D. Studies shall specify an alternative instrument. The fee for any such test shall be borne by the applicant. After the student has undertaken a Seminary program, he or she may be required to withdraw from candidacy or from further study, if, in the judgment of the faculty, he or she is found to be inadequately prepared in the English language.

### *Mid-Year Admissions*

Under ordinary circumstances the student should begin Seminary work in the fall of the year. For good reasons, however, candidates for the M.Div., M.A., and Th.M. degrees, as well as Special students, may undertake their studies at the beginning of the second semester. This privilege cannot be extended to candidates for the Ph.D. degree, or to International students.

### *Teacher Certification*

Through a cooperative arrangement with Princeton University's Program in Teacher Preparation, it is possible for selected Seminary students to obtain state secondary or elementary school teacher certification. Inquiries should be made in the junior year and directed to the Assistant Director of the School of Christian Education.

### *Completion of Degree Requirements*

Every degree candidate is responsible for ascertaining whether his or her program of courses will fulfill the graduation requirements. The Office of the Registrar maintains current records on all students except Ph.D. and D.Min. candidates, who are served by the Ph.D. and D.Min. offices respectively, and students may review their progress during normal business hours. Although grade reports are issued at the close of each semester, the Seminary is not responsible for calling attention to deficiencies in a student's progress unless those deficiencies are made the basis for disciplinary action.

Every student who expects to receive a degree at the annual commencement exercises, either in person or *in absentia*, shall file with the Registrar not later than March 15 an *Application to Receive a Seminary Degree*. Failure to comply with this requirement may result in postponement of graduation until the following academic year.

### *Rules and Regulations*

Additional rules and regulations governing life at the Seminary and the maintenance of candidacy are contained in the Handbook. This publication, part No. 2 of the *Princeton Seminary Catalogue*, is issued each year at the beginning of the autumn semester and represents a portion of the educational contract between the student and the Seminary. Particular attention is called to the section on Standards for Satisfactory Progress (found under "Academic Regulations and Information"), a federally mandated guide to eligibility for certain kinds of financial assistance.

As an essential part of the admission process, applicants are requested to provide several kinds of information regarding their personal and academic background. Failure to make written disclosure of information solicited on the application form, or misrepresentation in the information supplied, constitutes a prima facie basis for denial of admission. Where omissions or misrepresentations come to light after matriculation at the Seminary, and are reasonably believed to cast doubt upon the student's suitability for theological study, he or she is subject to dismissal.

# Other Educational Opportunities at the Seminary ~

## THE PRINCETON INSTITUTE OF THEOLOGY

Each summer, during the last weeks of June, the Princeton Institute of Theology is in session on the campus. Ministers, educators, and other church leaders share for ten days in the classes, forums, workshops, and convocations. Guest professors and pastors from across the nation and overseas, as well as Princeton faculty members and international representatives, provide the leadership in thought and discussion. The year 1992 is the fifty-first in which several hundred men and women from many denominations and many areas of service will gather for instruction and inspiration. Inquiries may be addressed to:

The Princeton Institute of Theology
12 Library Place
Princeton, New Jersey 08540

The program for the 1992 Institute, June 22-July 2, with the focus on the theme "God Gives Gifts . . . for the Building up of the Body of Christ," is as follows:

*Bible Hours*

- FIRST WEEK: Terence E. Fretheim, "Creation, Promise, and the Struggle with God"
- SECOND WEEK: Jack Dean Kingsbury, "The Gospel of Matthew as God's Gift to the Body of Christ"

*Convocations*

- JUNE 23-24: Thomas W. Gillespie, "Grace in Action: Paul's Understanding of *Charisma*"
- JUNE 25-26: Nancy J. Ramsay, "Metaphors to Guide the Practice of Ministry"
- JUNE 29-30: Stanley M. Hauerwas, "Bricklaying and Discipleship: The Church Is a Community of Care and Discipline"

- JULY 1-2: Howard L. Rice, "Equipping the Congregation as a Spiritual Body"

*Evening Services*

- FIRST WEEK: Thomas W. Gillespie, Richard A. Jensen, Gardner C. Taylor, Barbara Brown Taylor, Robert N. Burkins
- SECOND WEEK: "Lazarus," a dramatization, A. Elayne Hyman, Cecil Sherman, T. Herbert O'Driscoll, Fred R. Anderson

*Elective Courses and Workshops*

FIRST WEEK

- Barbara Brown Taylor, "Speaking the Truth in Love"
- Albert E. Dimmock, "Keep the Gifts Alive: Creative Ministries with Older Adults in the Local Church"
- Nancy J. Duff, "Christian Vocation, Ministry, and Human Sexuality"
- Christie Cozad Neuger, "Pastoral Care in the Congregation—Building Up the Body of Christ"
- Gwen A. Hawley, "Human Development" (for Christian Educator Certification)

SECOND WEEK

- Richard R. Osmer, "Teaching for Faith: The Gift of Edification"
- T. Herbert O'Driscoll, "Golden Strings, Burning Bushes, Living Word"
- Herbert Anderson, "What Will You Do with Your Life After You Get Better?"
- Frances Taylor Gench, "James and the Integrity of Faith"
- Kathleen J. Crane, "Ministry of the Laity: Revitalizing the Church"
- David Ng, "The Ministry of Youth in the Body of Christ"
- Donald L. Griggs, "Program and Mission of the Presbyterian Church" (for Christian Educator Certification)

## CENTER OF CONTINUING EDUCATION

DIRECTOR: Geddes W. Hanson
ASSOCIATE DIRECTOR: Lillian M. Taylor
MANAGER OF HOUSING: Mary Grace Royal

The Center of Continuing Education, located on the campus of Princeton Theological Seminary, offers ministers and laypersons opportunities to par-

ticipate in ongoing theological inquiry to increase their effectiveness for ministry. It invites church leaders to the campus, away from the pressure of the heavy daily schedule of parish or office, to study under competent guidance and to use the facilities of a great theological library. Most seminars are scheduled weekly and usually extend from Monday afternoon through Thursday noon. Others are scheduled for one day, usually the first Monday of the month.

In order to help leaders meet the many challenges of ministry, a large variety of programs is offered, including seminars in evangelism, mission and outreach, pastoral care and counseling, preaching and communication, management in voluntary organizations, human relations, Christian education, spirituality, worship, philosophy, theology, Bible, and ethics.

Seminars for specialized groups include dialogue seminars (e.g., Jews and Christians, clergy and lawyers) and multiple staff events and seminars for hospital chaplains and interim ministers. Seminars dealing with special aspects of ministry treat such subjects as ecumenism, ministry to youth, and ministry with and to the elderly.

Students at the Seminary may take advantage of many offerings of the Center by registering at Adams House at least seven days prior to the event.

Another service of the Center of Continuing Education is assistance in making arrangements for accommodations and meals for those wishing to come for a brief period of independent reading and study, using the facilities of Speer Library.

### *Lending Library*

As a service to ministers and other professional church leaders, at a distance from the Seminary, the Center of Continuing Education offers a lending library program that makes a selection of recently published books in areas related to the church's ministry available through the mail.

This program is designed to help pastors and other church leaders keep abreast of current developments in a broad range of theological studies. The cost of membership is $15.00 a year.

### *Christian Educator Certification Program*

In conjunction with the annual Institute of Theology, the Center of Continuing Education offers a program of electives for individuals who wish to be certified as Christian Educators in the Presbyterian Church (U.S.A.). In the summer of 1992 the areas covered will be Human Development and Presbyterian Program and Mission. In the summer of 1993 the areas covered will be Biblical interpretation and Reformed theology.

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*Geddes W. Hanson*

*Facilities*

Air conditioned physical facilities for the Center of Continuing Education include Adams House and Erdman Hall. The Center is located directly across from Speer Library and a short distance from the Chapel and the dining hall. Meals are available in the cafeteria during the regular academic year, with the exception of the recess periods at Christmas and between semesters.

A brochure is available in which the program of the Center and a schedule of fees is set forth in detail. This brochure, together with registration forms and additional information concerning opportunities at the Center, may be obtained by writing to:

Center of Continuing Education
12 Library Place
Princeton, New Jersey 08540

## SUMMER SCHOOL

DIRECTOR: David H. Wall
ASSISTANT TO THE DIRECTOR: Kay Vogen

The Summer School is designed to: make graduate theological education available to persons unable to attend the Seminary during the regular school year; provide Seminary students opportunities for additional work; enrich the

institution's continuing education program; provide a context for intensive experimental work in theological education; and incorporate such elements of summer work as the language program. Courses are open both to degree candidates and to properly qualified non-degree students. Each course carries three units of academic credit or 4.5 continuing education units, unless otherwise stated.

Courses regularly are offered in the following subject areas: biblical studies, theology and ethics, church history, preaching and worship, Christian education, evangelism, and pastoral theology.

Biblical Hebrew and New Testament Greek are offered during an intensive eight-week session. Because these courses are taught simultaneously, only one language may be pursued during the summer. Each language course carries six units of academic credit.

## *1993 Summer Language Program: July 5-August 27*

OT4S BIBLICAL HEBREW Staff to be announced

NT4S NEW TESTAMENT GREEK Staff to be announced

## *1993 Course Offerings*

FIRST PERIOD: June 21-July 9

S120 INTERPRETATION OF ECCLESIASTES Leong Seow

S157 INTERPRETING PAUL'S LETTER TO THE ROMANS J. Christiaan Beker

S361 STRATEGIES FOR URBAN MINISTRY TODAY Alan P. Neely

S548 THE NOVELIST AS THEOLOGIAN David Willis-Watkins

S760 EDUCATION FOR PEACE AND JUSTICE Frank Rogers

S605 CONVERSION Frank Rambo

SECOND PERIOD: July 12-30

S125 AMOS AND HOSEA Phyllis Bird

S410 THE LOVE COMMANDMENTS William J. Werpehowski

S623 PASTORAL COUNSELING WITH COUPLES AND FAMILIES Christie C. Neuger

SPECIAL PERIOD: August 3-7

S550 FOUNDATIONS OF SPIRITUALITY (followed by four weeks of independent study) Diogenes Allen

S774 DYNAMICS OF IDENTITY AND FAITH (followed by four weeks of independent study) James Fowler

S960 PUBLIC READING OF THE SCRIPTURES (one credit) William Brower

For a complete list of summer offerings, contact the Summer School Office.

Courses are arranged with a view to providing coverage of a variety of areas within theological thought and practice that are particularly significant for the ministry today. For the most part, they are organized so that Th.M. candidates may develop coherent programs even though formal study must be confined to the summer months. Candidates for the Th.M. degree in the field of pastoral theology, however, may take no more than half of the required work (12 credits) during summer sessions. Students may select one course only during each session.

For Th.M. candidates, course selection is subject to approval by the student's faculty adviser. M.Div. candidates are governed by the regulations on p. 40 and should check with the Registrar when selecting courses. For M.A. (Christian education) candidates, course selection is subject to approval of the Director of the School of Christian Education.

Class Schedule – Monday through Friday

| | |
|---|---|
| 8:30 a.m. – 10:00 a.m. | Class |
| 10:00 a.m. – 10:45 a.m. | Break |
| 10:10 a.m. – 10:30 a.m. | Chapel, Wednesdays |
| 10:45 a.m. – 12:00 noon | Class |

(Greek and Hebrew review sessions may be offered in the afternoons.)

### *Accommodations*

Dormitory facilities are available throughout the program and linens are provided. Children and pets are not allowed in the dormitories. Three meals are served daily Monday through Friday in the Mackay Campus Center, and students residing in dormitories are required to be on the board plan.

### *Financial Aid*

Financial assistance is available to qualified students enrolled in degree programs at Princeton Seminary or other accredited seminaries. Application forms are available from the Summer School Office.

For further information concerning the summer school, contact:

Office of the Summer School
Princeton Theological Seminary
108 Stockton Street
Princeton, New Jersey 08540

## INTER-INSTITUTIONAL ARRANGEMENTS

Relations of academic reciprocity have been established between Princeton Theological Seminary and Princeton University, Westminster Choir College, and New Brunswick Theological Seminary. Although the terms of these arrangements vary slightly from school to school, in general they permit a degree candidate at the Seminary to enroll for courses in one of the other institutions without the payment of additional tuition charges.

Courses taken under an inter-institutional arrangement may be credited toward a Seminary degree provided they are appropriate to the character and level of the student's program. Except under the most unusual circumstances, a Seminary student is limited to one course in a cooperating institution during any semester, and the total number of such courses that may be applied to a degree at the Seminary also is limited.

Information on procedures to enroll for work in another institution, and on applicable regulations and restrictions, may be secured from the Office of the Registrar.

Inter-institutional policies do not permit a Seminary student to be matriculated simultaneously in more than one of the participating schools.

# Courses of Study

The courses of study have been projected for the academic year 1992-1993 and, in some instances, for the year 1993-1994. The program of courses is subject to such changes as circumstances may require. Any course for which there is insufficient enrollment may be cancelled by the Seminary.

The academic year is divided into two semesters, each approximately 15 weeks in length. Courses carry three units of academic credit unless otherwise stated in the description.

A full time program for M.Div. and M.A. candidates ordinarily consists of twelve to fifteen units each semester; for other master's candidates, twelve units each semester. The minimum load for full time candidacy in the M.Div. and M.A. programs is twelve units per semester; however, students who carry no more than the minimum twelve credits per full time semester, will require additional part time semesters in order to complete their programs.

## *Arrangement of Catalogue Entries*

Courses are identified by codes consisting of two letters and three numbers. The letter portion of each code designates the field and department in which the offering is listed. These designations are:

| *Code* | *Field* | *Department* |
|---|---|---|
| CH | Church History | History |
| CS | Christianity and Society | History |
| EC | Ecumenics | History |
| ED | Christian Education | Practical |
| ET | Christian Ethics | Theology |
| GM | General Ministries | Practical |
| HR | History of Religions | History |
| MU | Church Music | Practical |
| NT | New Testament | Biblical |
| OT | Old Testament | Biblical |
| PT | Pastoral Theology | Practical |
| PH | Philosophy | Theology |
| PR | Preaching and Worship | Practical |

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*Conrad H. Massa*

| | | |
|---|---|---|
| PY | Practical Theology Doctoral Seminars | Practical |
| SP | Speech and Communication | Practical |
| TH | Doctrinal Theology | Theology |

The number portion of the code provides a unique identification for each offering. Numbers 100-199 designate basic or introductory level, courses that are not normally open to Th.M. candidates. The classification of courses in the range 200-899 varies from department to department, reflecting differences in timeframe or thematic focus, but higher numbers do not indicate work on a more advanced level than do numbers lower in the scale.

Ph.D. seminars are designated by numbers 900-999 and are designed for and normally restricted to candidates for the Ph.D. degree. Exceptions may be made only where the student demonstrates a command of the scholarly tools ordinarily necessary for doctoral work. Any person not a doctoral candidate at Princeton Seminary or University who wishes to enroll in one of these seminars must submit an *Application to Enroll in a Ph.D. Seminar* (obtained from the Office of the Registrar), signed by the professor, with his or her registration.

*Specific prerequisites and limitations on enrollment are set forth in field headings, in individual descriptions, and in separately available semester listings.*

# Biblical Studies ~

PROFESSORS: J.F. Armstrong, J.C. Beker, †J.H. Charlesworth, T.W. Gillespie, U.W. Mauser, P.D. Miller (Chair), †J.J.M. Roberts, ‡K.D. Sakenfeld
ASSOCIATE PROFESSORS: B.R. Gaventa, C.L. Seow
ASSISTANT PROFESSORS: B.K. Blount, J.A. Duncan, E.G. Edwards, S.J. Kraftchick, D.T. Olson
GUEST PROFESSOR: R.E. Whitaker

## OLD TESTAMENT

### *Introductory Courses*

OT101 ORIENTATION TO OLD TESTAMENT STUDIES
An introduction to selected perspectives of the Old Testament through lectures, preceptorial group study, and directed reading in the Old Testament itself and in secondary literature. Required of M.Div. candidates in the first year of study. Not open to Th.M. or Ph.D. candidates. Three credits.
*First Semester, 1992-93* Messrs. Roberts and Seow
*First Semester, 1993-94*

OT151,-152 INTRODUCTORY BIBLICAL HEBREW
First semester: introduction to Hebrew grammar; second semester: completion of Hebrew grammar and the reading of selected Old Testament passages. The two semesters are designed to be taken in immediate sequence. If the sequence is interrupted, a placement examination must be passed before the second semester is begun. This course does not fulfill Biblical Department distribution requirements. Three credits each semester.
*Full Year, 1992-93* Messrs. Armstrong and Olson
*Full Year, 1993-94*

† On leave second semester 1992-93. ‡ On leave both semesters 1992-93.

## *Multi-Program Classes Based on the English Text*

OT211 THE INTERPRETATION AND THEOLOGY OF THE PENTATEUCH
Study of the first five books of the Old Testament, with attention to the variety of ways in which this biblical material may be interpreted with a focus on contemporary issues of theology and faith. Prerequisite: course OT101. Three credits.
*First Semester, 1993-94* Mr. Olson

OT230 THE BOOK OF JOB
An exploration of the book of Job, including a consideration of parallels in ancient Near Eastern literature and an examination of modern literary works inspired by the book. Prerequisite: course OT101. Three credits.
*Second Semester, 1993-94* Ms. Duncan

OT240 ISRAEL'S WISDOM LITERATURE
A survey of the wisdom writings of Israel, especially the books of Job, Proverbs, and Ecclesiastes. The discussion will include the definition, provenance, and scope of wisdom; the nature and character of the wisdom literature; problems encountered in the exegesis of such texts; and the place of wisdom in the canon and in Old Testament theology. The course will also consider the problems and possibilities of preaching and teaching from such texts, and the relevance of wisdom's perspectives for contemporary theology. Prerequisite: course OT101. Three credits.
*Second Semester, 1992-93* Mr. Seow

OT255 POST-EXILIC PROPHECY AND THE BOOK OF DANIEL
Study and interpretation of representative examples of post-exilic prophecy in Judah (Third Isaiah, Haggai, Zechariah, etc.) and the movement from prophecy to apocalyptic in the book of Daniel. The nature of the Old Testament prophecy and its development after Israel's exile, with a focus on theological themes and contemporary issues about the future of the church and the world. Prerequisite: course OT101. Three credits.
*Second Semester, 1993-94* Mr. Olson

OT302 THE RELIGION OF ISRAEL
A study of the religion of ancient Israel with particular attention to the understanding of deity and the divine world, sacred time and space, sacrifice and offering, magic and divination, religious leadership, inclusivity and exclusivity, the place of women and the feminine, prayer and piety, sacred word, and death and the after-life. While attention will be given to historical differentiation and change, the course will be oriented topically, dealing with the primary facets of religious activity and experience. Prerequisite: course OT101. Three credits.
*Second Semester, 1993-94* Mr. Miller

OT311 THEOLOGIES OF COVENANT IN THE OLD TESTAMENT

The use of covenant terminology in the Old Testament to express the relationship between God and humanity. Old Testament covenant theology set in the context of ancient Near Eastern treaties and covenants. Prerequisite: course OT101. Three credits.

*First Semester, 1992-93* Mr. Whitaker

OT337 OLD TESTAMENT THEOLOGY OF COMMUNITY

Study of Old Testament texts relating to the positive and negative dimensions and possibilities of human community in several of its forms: the family, the city, the nation, and the community of faith and worship. Prerequisite: course OT101. Three credits.

*First Semester, 1992-93* Mr. Olson

OT341 PRAYER IN THE BIBLE

A study of the prayers of Scripture and the teaching of Scripture about prayer, dealing with issues such as the nature of prayer, its appropriate subject matter, individual and corporate or private and public prayer, and the relationship between prayer and social action. The course will concentrate on the Old Testament, but attention also will be given to the New Testament and to antecedent and comparative practices such as prayer in the Jewish tradition. An endeavor to understand prayer without dissolving the mystery and to hold in proper tension the personal and the transcendent. Prerequisite: course OT101. Three credits.

*Second Semester, 1992-93* Mr. Miller

## *Multi-Program Classes Based on the Hebrew Text*

OT400 INTRODUCTION TO HEBREW EXEGESIS

Introduction to the methods and resources of Hebrew exegesis, through study of selected passages from a variety of biblical material including narratives, legal material, psalms, wisdom, and the prophets. The practice of critical exegesis will be combined with concern for the use of Old Testament scriptures for theology and ministry. Prerequisite: course OT152. Three credits.

*First Semester, 1992-93* Mr. Miller
*First Semester, 1993-94*

OT402 EXEGESIS OF THE ANCESTRAL NARRATIVES

Reading of the Hebrew text of the ancestral narratives in Genesis. Special attention given to the language that points to multiple sources for the narratives as well as the meaning conveyed in the present composite text. Prerequisites: courses OT101 and OT152. Three credits.

*First Semester, 1992-93* Mr. Whitaker

OT412 READING AND INTERPRETING DEUTERONOMY

A detailed reading of the book of Deuteronomy in Hebrew, with attention to grammatical, syntactical, literary, and theological features of the text. Designed to enable students to gain a high degree of familiarity with the language and thought of this central and influential book. Students will read through much of the book in He-

brew. Opportunity will be given to prepare an exegesis of a portion or portions of the book. Prerequisite: course OT152. Three credits.
*Second Semester, 1992-93* Mr. Miller

OT426 EXEGESIS OF THE BOOK OF PSALMS
Exegesis and interpretation of individual psalms with particular attention to those that have a central place in the life, liturgy, and theology of the Jewish and Christian communities; exploration of the role these psalms have played in church and synagogue and their present possibilities for Christian praise, preaching, and prayer. Some attention will be given to larger questions having to do with the Psalter as a whole, such as the Psalter as collection, as prayerbook, as liturgy, and as basis for theology. Designed to enable students both to sharpen their exegetical skills and to deepen their familiarity with and understanding of this significant part of the Bible. Prerequisite: course OT152. Three credits.
*Second Semester, 1993-94* Mr. Miller

OT430 EXEGESIS OF ECCLESIASTES
Exegesis of selected portions of Ecclesiastes, including discussion of critical problems and thematic tensions in the book. Prerequisites: courses OT101 and OT152. Three credits.
*First Semester, 1992-93* Ms. Duncan

OT433 EXEGESIS OF FIRST ISAIAH
Reading and exegesis of selected portions of the Hebrew text. Prerequisite: course OT152. Three credits.
*First Semester, 1993-94* Mr. Roberts

OT442 EXEGESIS OF JONAH AND RUTH
Exegesis of the books of Jonah and Ruth, with attention to distinctive features of Hebrew narrative style. Prerequisites: courses OT101 and OT152. Three credits.
*Second Semester, 1992-93* Ms. Duncan

OT465 EXEGESIS OF OLD TESTAMENT NARRATIVES
Study of the variety of narratives in the Old Testament with particular attention to excerpts from the Joseph story in Genesis 37-50, Ruth, Jonah, Esther, and a sampling from the Pentateuch and the Deuteronomistic history. The course will seek to enhance the student's appreciation of the artfulness and theological depth of Hebrew narratives. Prerequisite: courses OT101 and OT152. Three credits.
*Second Semester, 1993-94* Mr. Olson

## *Advanced Language Courses*

OT510 ACCELERATED HEBREW READING
A reading course designed for graduate students and others who desire to gain proficiency in the reading of Hebrew prose and Hebrew poetry. The materials covered vary from term to term, providing exposure to texts of different genres and levels of difficulty. Prerequisite: a middle level course in Hebrew or Hebrew exegesis. Course

may be repeated. This course does not fulfill Biblical Department distribution requirements. Three credits.
*First Semester, 1992-93* Ms. Duncan
*First Semester, 1993-94*

OT541 ARAMAIC GRAMMAR AND READING
An introduction to Aramaic grammar. Reading of Aramaic portions of the Old Testament and, as time allows, of selected targums and papyri. Prerequisite: course OT152. This course does not fulfill Biblical Department distribution requirements. Three credits.
*First Semester, 1993-94* Mr. Armstrong

OT553,-554 UGARITIC GRAMMAR
Introduction to the grammar; study of a selected text. Regularly scheduled meetings are held each semester for the full academic year. This course does not fulfill Biblical Department distribution requirements. First semester, two credits; second semester, one credit.
*Full Year, 1992-93* Mr. Seow

OT555,-556 AKKADIAN GRAMMAR
Study of the grammar in transcription, followed by reading of cuneiform texts from several periods of the language. Regularly scheduled meetings are held each semester for the full academic year. This course does not fulfill Biblical Department distribution requirements. First semester, one credit; second semester, two credits.
*Full Year, 1992-93* Mr. Seow

OT557,-558 INTERMEDIATE AKKADIAN
Readings in various genres of Akkadian literature. Regularly scheduled meetings are held each semester for the full academic year. Prerequisite: course OT555,-556 or equivalent. This course does not fulfill Biblical Department distribution requirements. First semester, one credit; second semester, two credits.
*Full Year, 1993-94* Mr. Roberts

## *Ph.D. Seminars*

OT900 CRITICAL ISSUES IN OLD TESTAMENT STUDIES
Survey of current state of discussion and critical issues concerning selected segments of Old Testament literature. Three credits.
*Second Semester, 1993-94* Old Testament Staff

OT901 METHODOLOGY IN OLD TESTAMENT THEOLOGY
The seminar will focus on the problematics of Old Testament theology in light of the methodological challenges of post-enlightenment historical consciousness and critical historical approaches to Old Testament traditions and Israel's faith. Emphasis upon the history of research as well as upon contemporary proposals. Three credits.
*First Semester, 1993-94* Mr. Miller

CHUCK ROBISON

*Dennis T. Olson*

OT902 NEAR EASTERN BACKGROUNDS TO ISRAELITE RELIGION
A study of the ancient religious world out of which the biblical faith arose and in which it began to take shape, giving equal attention to elements of continuity and discontinuity. Three credits.
*First Semester, 1992-93* Mr. Roberts

OT903 HEBRAICA
A critical exploration and application of comparative philology, historical Hebrew grammar, textual criticism, and historical reconstruction to the exegesis of selected Old Testament texts. Texts treated will include samples of archaic Hebrew poetry as well as standard Hebrew poetry from prophetic, wisdom, and liturgical materials. Three credits.
*Second Semester, 1993-94* Mr. Armstrong

OT904 BIBLICAL HISTORY IN ITS ANCIENT NEAR EASTERN CONTEXT
A study of selected problems in the history of Israel, with emphasis on methodology and the use of epigraphic and non-epigraphic remains in historical reconstruction. Three credits.
*Second Semester, 1993-94* Ms. Sakenfeld

OT905 HERMENEUTICS IN BIBLICAL STUDIES AND PRACTICAL THEOLOGY
After surveying classical and contemporary approaches to biblical hermeneutics, students will engage in interpretative investigations of representative biblical texts and themes. Attention will be given to the role of biblical hermeneutics in the educa-

tional, pastoral and preaching ministries of the Christian church. Same as course PY905. Limited to Ph.D. students in the fields of biblical studies and practical theology. Three credits.
*First Semester, 1992-93* Messrs. Miller and Long

OT910 LITERARY APPROACHES TO OLD TESTAMENT INTERPRETATION
A study of more recent developments in the literary study of Old Testament texts (structuralism, deconstruction, reader response, canonical analysis). Consideration of the interplay of these approaches with other historical-critical methods of exegesis. Three credits.
*Second Semester, 1992-93* Mr. Olson

OT912 TEXTUAL CRITICISM OF THE OLD TESTAMENT
An introduction to the theory and practice of textual criticism. Three credits.
*Second Semester, 1992-93* Ms. Duncan

## NEW TESTAMENT

### *Introductory Courses*

NT101 ORIENTATION TO NEW TESTAMENT STUDIES
An introduction to selected perspectives of the New Testament through lectures, preceptorial group study, and directed reading in the New Testament and in secondary literature. Required of M.Div. candidates during the first year of study. Not open to Th.M. or Ph.D. candidates. Three credits.
*Second Semester, 1992-93* Ms. Gaventa, Mr. Mauser

NT151,-152 INTRODUCTION TO NEW TESTAMENT GREEK
An introduction to the elements of New Testament Greek with emphasis upon the mastery of forms, basic vocabulary, and syntax. Reading of selected portions of the Greek New Testament. The two semesters are designed to be taken in immediate sequence. If the sequence is interrupted, a placement examination must be passed before the second semester is begun. This course does not fulfill Biblical Department distribution requirements. Three credits each semester.
*Full Year, 1992-93* Mr. Blount, Ms. Edwards
*Full Year, 1993-94*

NT155 RAPID REVIEW OF GREEK GRAMMAR
Rapid review of Greek grammar for persons who have studied the language in college but who lack the proficiency necessary for exegetical work. Course may not be repeated. This course does not fulfill Biblical Department distribution requirements. One credit.
*First Semester, 1992-93* Ms. Edwards
*First Semester, 1993-94*

NT156 TRANSLATION FROM THE GREEK NEW TESTAMENT
Designed to enable students to acquire and maintain proficiency in the reading of Greek prose, with an emphasis on the building of vocabulary. Prerequisite: course NT152. Course may be repeated. This course does not fulfill Biblical Department distribution requirements. One credit.
*Second Semester, 1992-93* Ms. Edwards
*Second Semester, 1993-94*

NT157 TRANSLATING THE SEPTUAGINT
Translation of selected passages from the Septuagint, including both the Greek Old Testament and the Apocrypha. Some of the Psalms will be covered each year; other materials will be studied on a rotating basis: prophets (1992-1993), wisdom literature, and the historical books. Prerequisite: course NT152. This course does not fulfill Biblical Department distribution requirements. One credit.
*First Semester, 1992-93* Ms. Edwards
*First Semester, 1993-94*

## *Multi-Program Classes Based on the English Text*

NT201 THE GOSPEL OF MATTHEW
A study of representative sections of the book on the basis of the English text. Prerequisite: course NT101. Three credits.
*First Semester, 1993-94* Mr. Mauser

NT204 THE GOSPEL OF MARK
A literary and theological study of the gospel based on the English text. Particular attention will be given to the functions of christology, apocalyptic, the kingdom of God, and discipleship, with an assessment of the significance of the gospel's message for the contemporary church. Prerequisite: course NT101. Three credits.
*First Semester, 1992-93* Mr. Blount

NT212 THE GOSPEL OF JOHN
Exegesis and interpretation of the gospel of John in English translation, with special attention to the literary features of the text and their disclosure of Johannine christology and ecclesiology. Prerequisite: course NT101. Three credits.
*Second Semester, 1992-93* Mr. Kraftchick

NT218 THE BOOK OF ACTS
Interpretation of the book of Acts. Prerequisite: course NT101. Three credits.
*Second Semester, 1993-94* Mr. Beker

NT220 THE EPISTLE TO THE ROMANS
A study of the epistle in English translation. Prerequisite: course NT101. Three credits.
*Second Semester, 1992-93* Mr. Beker

NT301 THE DEAD SEA SCROLLS AND THE NEW TESTAMENT

A lecture course dealing with the history and theology of the Essenes; assessment of the significance of the Dead Sea Scrolls for the origins of Christianity. Particular attention will be directed to Jesus, Acts, Paul, the Gospel of John, and Hebrews. Prerequisite: course NT101. Three credits.

*First Semester, 1993-94* Mr. Charlesworth

NT305 EARLY CHRISTIAN PROPHECY

The function of early Christian prophets in light of Paul's declaration that "God has appointed in the church first apostle, second prophets, third teachers." The nature and purpose of Christian prophecy; the significance of these prophets for the prophetic ministry of the church today. These issues will be addressed by an analysis of the relevant texts in the Pauline correspondence, primarily First Corinthians. Prerequisite: course NT101. Three credits.

*First Semester, 1992-93* Mr. Gillespie

NT309 NEW TESTAMENT SOURCES OF ANTI-JUDAISM

Analysis of New Testament passages that over the centuries have contributed to prejudice and violence against the Jewish people, with consideration of the backgrounds or origins of the passages and an attempt to deal with them in a new way. Prerequisite: course NT101. Three credits.

*Second Semester, 1993-94* Ms. Edwards

NT312 NARRATIVE APPROACHES TO THE GOSPELS

An investigation of the variety of ways in which theories of narrative and literary criticism have been applied to analysis of the gospel texts. An overview and assessment of the different approaches. Conducted in a seminar style. Prerequisite: course NT101. Three credits.

*Second Semester, 1992-93* Mr. Kraftchick

NT315 MIRACLE STORIES IN THE SYNOPTIC GOSPELS

Miracle stories belong to the substance of all accounts of Jesus' life in the gospels. Tradition and form-critical analysis of the synoptic miracle stories as foundational for an assessment of their theological importance for each of the synoptic evangelists. Jewish and Hellenistic miracle stories will be compared to clarify the common ground and the unique characteristics of the synoptic gospels within their larger environment. Prerequisite: course NT101. Three credits.

*First Semester, 1992-93* Mr. Mauser

NT325 PREACHING THE PARABLES OF JESUS

A survey of recent parable interpretation, an exploration of the variety of preaching styles appropriate to the parables, and exegetical-homiletical studies of representative parables. Opportunity will be given for the writing of sermons based upon parables. Same as course PR325. Limited to twenty students; preference given to those closest to graduation. Prerequisites: course NT101 and introductory course in preaching. Three credits.

*First Semester, 1992-93* Messrs. Kraftchick and Long

CHUCK ROBISON

*J. Christiaan Beker*

NT365 CULTURAL HERMENEUTICS: IDEOLOGY, POWER, AND TEXT INTERPRETATION

An exploration into how the cultural background and perspective of a text interpreter influences his or her conclusions regarding New Testament materials. The ideology of traditional "Eurocentric" New Testament scholarship will be considered alongside an analysis of interpretations rendered by more "marginalized" text interpreters. Particular emphasis will be placed upon the interpretative procedures utilized by Latin American theologians and peasants, Negro slaves, preachers in the contemporary black church, and womanist and feminist theologians. Consideration of ways in which students may utilize results from this analysis to broaden their own interpretative horizons. Prerequisite: course NT101. Three credits.

*Second Semester, 1992-93* Mr. Blount

## *Multi-Program Classes Based on the Greek Text*

NT400 INTRODUCTION TO NEW TESTAMENT EXEGESIS

Introduction to the process and task of New Testament exegesis through an analysis and interpretation of selected passages of the Greek New Testament, e.g., gospel material, Thessalonians, Hebrews and pastorals. Development of skills and familiarity with tools and resources necessary for critical exegesis, with a view toward the formation of a sound exegetical method for use in church, ministry, and theology. Prerequisite: course NT152. Three credits.

*First Semester, 1992-93* Ms. Edwards

*First Semester, 1993-94*

NT412 EXEGESIS OF THE ACTS OF THE APOSTLES

Exegesis of selected passages from the book of Acts with attention to the interweaving of narrative and theology. Prerequisites: courses NT101 and NT152. Three credits.

*First Semester, 1992-93* Ms. Gaventa

NT414 EXEGESIS OF THE EPISTLE TO THE ROMANS

Reading and exegesis of the Greek text. Examination of literary and historical questions as a means for engaging theological problems. Prerequisites: courses NT101 and NT152. Three credits.

*Second Semester, 1993-94* Mr. Beker

NT416 EXEGESIS OF FIRST CORINTHIANS

Reading and exegesis of the Greek text, with special attention to the ways that the problem of Paul's authority and the situation in Corinth shape the dynamics of the epistle. Prerequisites: courses NT101 and NT152. Three credits.

*Second Semester, 1993-94* Mr. Mauser

NT417 EXEGESIS OF SECOND CORINTHIANS

Reading and exegesis of selected portions of the Greek text. Prerequisites: courses NT101 and NT152. Three credits.

*First Semester, 1992-93* Mr. Mauser

NT418 EXEGESIS OF GALATIANS

Reading and exegesis of the letter, with special reference to its literary genre, the historical situation it addresses, and the contemporary significance of the gospel of liberation which it attests. Prerequisites: courses NT101 and NT152. Three credits.

*First Semester, 1993-94* Mr. Gillespie

NT435 THE PASTORAL EPISTLES

A critical exegetical investigation of the epistles to Timothy and Titus, with special attention to the historical and linguistic problems of authorship, setting, and their place as documents in the history of earliest Christianity. Prerequisites: courses NT101 and NT152. Three credits.

*First Semester, 1992-93* Mr. Beker

NT448 THE BOOK OF REVELATION

An introduction to the major approaches to the interpretation of the last book of the New Testament. Representative examples of the major sections of the book will be studied in detail. Discussion of options for the historical setting of the book, for its original intentions, and for its relation to the Johannine writings in the New Testament. Prerequisites: courses NT101 and NT152. Three credits.

*Second Semester, 1992-93* Mr. Mauser

NT450 THE LIFE AND THOUGHT OF JESUS OF NAZARETH

A struggle with the question of what can be known reliably about Jesus' life and essential message. Through references to the Jewish literature contemporaneous with Jesus, with insights obtained from archaeological research, and by an indepth explo-

ration of selected New Testament texts especially, the course will search for the history behind and within the kerygmatic faith. The dimension of history and faith in all credal formulae. Prerequisites: courses NT101 and NT152. Three credits.
*First Semester, 1992-93* Mr. Charlesworth

NT454 RESURRECTION STORIES AND RESURRECTION FAITH IN THE NEW TESTAMENT
The New Testament contains narratives about Jesus' resurrection and several distinct forms of theological appropriation of the resurrection for Christian faith. The course will give equal attention to these two aspects of the resurrection in the New Testament. Prerequisites: courses NT101 and NT152. Three credits.
*Second Semester, 1993-94* Mr. Mauser

NT470 THE PSEUDEPIGRAPHA
A research class focused upon Jewish and early "Christian" texts that date from ca. 250 B.C. to A.D. 200. Languages read will depend upon the proficiency of the students, but it is expected that manuscripts as well as texts in Hebrew, Aramaic, Syriac, Coptic, Latin, and Greek will be studied. Discussion will move from philology to theology; a search for the heart of early Judaism. Enrollment by permission of the instructor. Prerequisites: courses NT101 and NT152. Three credits.
*First Semester, 1992-93* Mr. Charlesworth

NT471 THE LANGUAGE AND THEOLOGY OF THE DEAD SEA SCROLLS
A study of the palaeography and theology of the Dead Sea Scrolls, and an examination of the history and archaeology of the Qumran Essenes. Portions of the major scrolls will be read from photographs. Enrollment by permission of the instructor. Prerequisites: courses NT101 and NT152. Three credits.
*Second Semester, 1993-94* Mr. Charlesworth

NT478 IMAGES OF WOMAN IN THE NEW TESTAMENT
Exploration of the many New Testament passages including women, both named and anonymous, as well as passages related to the general topic of women. The goal is to discover the varied images offered, negative as well as positive, and to consider their relevance for the church today. Special attention to uncovering less obvious views and assumptions. Prerequisites: courses NT101 and NT152. Three credits.
*Second Semester, 1992-93* Ms. Edwards

NT485 THE NEW TESTAMENT AND SOCIOLOGY
Examination of the transmission of Jesus traditions in Palestine before A.D. 70, employing exegetical, historical, and sociological perceptions and methodologies. Greek recommended but not required. Designed for advanced students. Same as course CS385. Three credits.
*First Semester, 1993-94* Messrs. Charlesworth and Fenn

## *Advanced Language Classes*

NT510 ADVANCED GREEK GRAMMAR
Systematic study of Greek syntax and morphology, with particular attention to matters of significance for New Testament exegesis. Analysis of materials from the New Testament and other Greek texts. Prerequisite: course NT152. This course does not fulfill Biblical Department distribution requirements. Three credits.
*First Semester, 1992-93* Ms. Gaventa
*First Semester, 1993-94*

## *Ph.D. Seminars*

NT900 CRITICAL ISSUES IN NEW TESTAMENT STUDIES
Survey of the current state of discussion and critical issues concerning selected segments of New Testament literature. Three credits.
*Second Semester, 1992-93* New Testament Staff

NT904 NEW TESTAMENT THEOLOGY
A review of the history of research, the background of major theological concepts, an examination of the diverse theologies, and a search for the heart of New Testament theology. Three credits.
*First Semester, 1992-93* Messrs. Beker and Kraftchick

NT921 THE BASIC COMMANDMENTS IN EARLY JUDAISM AND CHRISTIANITY
A study of the first two decalogue commandments in early Judaism and in the New Testament. Three credits.
*First Semester, 1993-94* Mr. Mauser

NT945 THE PAULINE EPISTLES
Literary and theological analyses of main sections of the epistle to the Romans. Three credits.
*Second Semester, 1992-93* Mr. Beker

NT955 STUDIES IN THE GOSPEL AND EPISTLES OF JOHN
An examination of selected problems in recent Johannine research, with special attention to the issues of method in literary analysis, historical reconstruction, and interpretation. Three credits.
*Second Semester, 1993-94* Mr. Charlesworth

NT957 SEMINAR ON ACTS
A review of recent Luke-Acts research and investigation into selected issues of literary analysis, theological interpretation, and historical reconstruction. Three credits.
*Second Semester, 1992-93* Ms. Gaventa

## DEPARTMENTAL FACULTY

JAMES FRANKLIN ARMSTRONG. Helena Professor of Old Testament Language and Exegesis, and James Lenox Librarian. B.D. Princeton Theological

Seminary; M.A., Ph.D. Princeton University. A special interest is in Hebrew grammar and syntax and the development of Hebrew within the context of other Semitic languages. (Presbyterian)

J. CHRISTIAAN BEKER. Richard J. Dearborn Professor of New Testament Theology. S.T.M. Seabury-Western Theological Seminary; Ph.D. University of Chicago Divinity School. His major interest is in the thought of Paul and its relevance to the contemporary scene. (Presbyterian)

BRIAN KEITH BLOUNT. Assistant Professor of New Testament. M.Div., Princeton Theological Seminary; Ph.D., Emory University. His primary interests are the Synoptic Gospels, Acts and John. He is particularly interested in cultural hermeneutics, as well as socio-linguistic and rhetorical approaches to text interpretation. (Presbyterian)

JAMES HAMILTON CHARLESWORTH. George L. Collord Professor of New Testament Language and Literature. B.D. Duke University Divinity School; Ph.D. Duke University Graduate School; E.T. Ecole Biblique de Jerusalem. His teaching interests are in Early Judaism and Christian Origins, with special attention to Jesus research, the Gospel of John, the Apocalypse of John, Judaism and Christianity today, and the New Testament and sociology. (Methodist)

JULIE ANN DUNCAN. Assistant Professor of Old Testament. M.T.S. Garrett-Evangelical Theological Seminary; Ph.D. Harvard University. Her teaching and research interests are in the wisdom literature, and literary approaches to Old Testament interpretation. Her other interests include textual criticism and biblical manuscripts from Qumran. (Christian Church)

ELIZABETH GORDON EDWARDS. Assistant Professor of New Testament. B.D., Th.M., Th.D. Princeton Theological Seminary. Her major interest lies in combining the disciplines of New Testament studies and pastoral care in such a way that relevant, mutually-elucidating connections can be made for work in various forms of ministry. Her other interests include text criticism and women's studies. (Presbyterian)

BEVERLY ROBERTS GAVENTA. Associate Professor of New Testament. M.Div. Union Theological Seminary, New York; Ph.D. Duke University; D.D.(Hon.). She is particularly interested in the theology of the Pauline letters and narrative analysis of Luke-Acts.

THOMAS WILLIAM GILLESPIE. President, and Professor of New Testament. B.D. Princeton Theological Seminary; Ph.D. Claremont Graduate School; D.D.(Hon.), and Th.D.(Hon.). His teaching interests are in the Pauline literature and the theological interpretation of scripture. (Presbyterian)

STEVEN JOHN KRAFTCHICK. Assistant Professor of New Testament. M.Div. Abilene Christian University; Ph.D. Emory University. His primary interests are in New Testament theology and hermeneutics. In particular, he has focussed his research on language theory, Pauline theology, and the interpretation of the parables of Jesus.

ULRICH WILHELM MAUSER. Helen H.P. Manson Professor of New Testament Literature and Exegesis. Dr.Theol. University of Tübingen. His interests include the correlation of Old and New Testament in biblical interpretation and the dialogue between biblical exegesis and theological, ethical, and practical disciplines in the contemporary theological curriculum. (Presbyterian)

PATRICK D. MILLER, JR. Charles T. Haley Professor of Old Testament Theology. B.D. Union Theological Seminary in Virginia; Ph.D. Harvard University. His teaching and research interests lie primarily in the fields of Old Testament theology and the history of Israelite religion. In addition the books of Deuteronomy and Psalms are a particular focus of both teaching and writing. (Presbyterian)

DENNIS T. OLSON. Assistant Professor of Old Testament. M.Div. Luther Northwestern Theological Seminary; M.A., M.Phil., Ph.D. Yale University. His primary teaching and research interests are in the Pentateuch, literary approaches to Old Testament interpretation, and Old Testament theology. (Lutheran)

J.J.M. ROBERTS. William Henry Green Professor of Old Testament Literature. S.T.B. Harvard University Divinity School; Ph.D. Harvard University. His teaching and research interests are in comparative studies between Mesopotamian and Israelite religion, Old Testament prophecy, Semitic languages, and Hebrew lexicography. He is the editor of the Princeton Classical Hebrew Lexicon Project. (Church of Christ)

KATHARINE DOOB SAKENFELD. William Albright Eisenberger Professor of Old Testament Literature and Exegesis. M.A. University of Rhode Island; B.D. Harvard University Divinity School; Ph.D. Harvard University. Her research focuses primarily on biblical narratives concerning the pre-monarchical period and on feminist biblical hermeneutics. (Presbyterian)

CHOON LEONG SEOW. Associate Professor of Old Testament. M.Div. Princeton Theological Seminary; Ph.D. Harvard University. His areas of research and teaching interests are in the history of Israelite religion, wisdom literature, and the relation of myth and tradition in Old Testament theology. (Presbyterian)

# History ~

PROFESSORS: P. Deiros, †J.D. Douglass, R.K. Fenn, J.H. Moorhead (Chair), A. Neely
ASSOCIATE PROFESSORS: E.A. McKee, K.E. McVey, C.A. Ryerson III
VISITING LECTURERS: P.E. Rorem, R.J. Williams

## CHURCH HISTORY

### *Introductory Level Classes*

CH101 HISTORY OF CHRISTIANITY I
The life and thought of the Christian church from the apostolic period to the Reformation. Lectures and group discussions on brief writings representative of major movements. Designed as an orientation to the shape of the whole tradition in its social setting. Three credits.
*First Semester, 1992-93* Ms. McVey, Mr. Rorem
*First Semester, 1993-94*

CH102 HISTORY OF CHRISTIANITY II
The life and thought of the Christian church from the Reformation to the present. Lectures and group discussions on brief writings representative of major movements. Designed as an orientation to the shape of the whole tradition in its social setting. Three credits.
*Second Semester, 1992-93* Ms. McKee, Mr. Moorhead
*Second Semester, 1993-94*

### *Multi-Program Classes*

CH210 INTRODUCTION TO THE HISTORY OF CHRISTIAN WORSHIP
An overview of Christian worship from the early church to the present. Primary focus on the liturgical traditions of Sunday worship, with complementary attention to monastic and popular religious practices, personal and family prayer and devotion, and the integration of worship with other theological disciplines and with practical ecclesial life and work. Prerequisites: CH101 and CH102. Three credits.
*First Semester, 1992-93* Ms. McKee

† On leave second semester 1992-93.

CHUCK ROBISON

*Kathleen E. McVey*

CH215 EARLY SYRIAC CHRISTIANITY

The history of early Christianity in the Syriac-speaking environment from Antioch to Syro-Mesopotamia from the second to the eighth centuries. Issues to be addressed include Jewish Christianity, Gnosticism and Manichaeism, Syriac biblical versions and interpretation of Scripture, trinitarian and christological controversies, art, architecture and liturgy, Christians under early Islam. Readings include Odes of Solomon, Tatian, Ephrem the Syrian, Theodore of Mopsuestia, Severus of Antioch, Jacob of Sarug. Lectures and discussion of primary sources in translation. Three credits.
*Second Semester, 1993-94* Ms. McVey

CH216 CHRISTIANITY IN ALEXANDRIA AND EGYPT

The history and culture of Christians in Alexandria and Egypt from the second to the fifth centuries. Lectures and discussion of primary sources in translation. Readings will be chosen from Philo, Basilides, Gnosticism, Clement, Origen, Athanasius, sayings of the desert fathers and mothers, Cyril of Alexandria. Three credits.
*First Semester, 1993-94* Ms. McVey

CH220 AUGUSTINE AND EARLY LATIN CHRISTIANITY

After an introduction to the cultural matrix of the earliest Latin Christianity, the Roman province of Africa, the course will focus on the first martyrs, theologians, and exegetical traditions (including Perpetua and Felicity, Tertullian, Cyprian, Tychonius). Ambrose of Milan will be considered in his setting and as a point of contact with early Greek theology and exegesis. Particular emphasis on Augustine as the

culmination of these traditions. Lectures and discussion of primary sources in translation. Prerequisite: course CH101. Three credits.
*Second Semester, 1993-94* Ms. McVey

CH223 PAGANS AND CHRISTIANS
Competition, conflict, and accommodation of Christians in their Graeco-Roman environment. Topics considered include: Christian and anti-Christian apologetics, martyrdom and persecution, Christian political theory before and after Constantine, significance of early Christian attitudes for reformation and modern ideas of church and state. Prerequisite: course CH101. Three credits.
*First Semester, 1992-93* Ms. McVey

CH226 WOMEN LEADERS OF THE MEDIEVAL CHURCH
A survey of specific women who influenced medieval Christianity: mystics, reformers, mothers, monarchs, martyrs, saints, and theologians; medieval perspectives on Eve, the Virgin Mary, and Mary Magdalene. Prerequisite: course CH101. Three credits.
*Second Semester, 1992-93* Mr. Rorem

CH321 THE THEOLOGY OF LUTHER
An exploration of the development of Luther's theology, based on readings from biblical commentaries, the catechisms, and a variety of theological treatises. Prerequisite: course CH101. Three credits.
*Second Semester, 1993-94* Ms. Douglass

CH325 CHRISTIAN EUROPEANS AS THEY RELATED TO NON-CHRISTIAN CULTURES IN THE FIFTEENTH AND SIXTEENTH CENTURIES
Readings from fifteenth and sixteenth-century Christian writers who encountered non-Christian cultures in Asia and in the New World. An exploration of the process by which theological assumptions about other religions and cultures were influenced by new firsthand contacts with such cultures. Prerequisite: course CH101. Three credits.
*First Semester, 1992-93* Ms. Douglass

CH327 THE REFORMATION IN STRASBOURG AND GENEVA
An exploration of sixteenth-century changes in theology, church life, and civic life in two key cities of the Reformation, illustrating the particular style of reform characteristic of those cities. Readings will include varied primary sources and secondary sources from the current literature on reform in the cities. Prerequisite: course CH101. Three credits.
*First Semester, 1993-94* Ms. Douglass

CH340 THE RENEWAL OF WORSHIP IN THE SIXTEENTH CENTURY REFORMATION
An ecumenical exploration of the theology and practice of worship in the religious renewals of early modern history. Included will be the late medieval period and Roman Catholic reform through Trent and beyond. Chief focus on the Protestant

traditions: scripture, sacraments, prayer, and theology in corporate worship. Theological studies complemented by some attention to social and political factors, ethical concerns, popular spirituality and religious art, personal and family devotion, and lay and clerical participation. Guided reflection relating sixteenth-century to twentieth-century worship. Prerequisites: courses CH101 and CH102. Three credits.
*Second Semester, 1992-93* Ms. McKee

CH378 AMERICAN CHRISTIANITY FROM THE COLONIAL ERA TO THE CIVIL WAR

Topics to be studied include Puritanism, the Great Awakening, the enlightenment, the development of modern denominational patterns, Christianity and American nationalism, the rise of voluntary societies, sectarian ferment, and the relationship of the churches to slavery and the Civil War. Three credits.
*First Semester, 1993-94* Mr. Moorhead

CH419 RUSSIAN ORTHODOXY

The Russian Orthodox religious tradition from Byzantine evangelization to the present: early holy men and women; Nikon and the Old Believers; the reforms of Peter the Great; revolutionaries and the church; Slavophiles and the church; Dostoevsky, Tolstoy, Soloviev, Khomiakov, Berdyaev, and Florovsky; the church under communism. Prerequisite: course CH101. Three credits.
*Second Semester, 1992-93* Ms. McVey

CH435 SECTS AND CULTS IN AMERICA

An examination of some of the major sectarian movements, including Mormonism, the Jehovah's Witnesses, Seventh Day Adventism, Christian Science, and the Unification Church. Consideration of the groups' self-understanding, analysis of their cultural and theological origins, and assessment of their relation to the mainstream of American Christianity. Designed to prepare students to comprehend and deal with sectarian movements often encountered in the practice of ministry. Three credits.
*First Semester, 1992-93* Mr. Moorhead

CH436 THE SEARCH FOR A CHRISTIAN AMERICA

An examination of various efforts to make America a Christian nation, with special emphasis upon the problematic nature of these endeavors in the twentieth century. The subject will be considered in relation to issues such as religious pluralism, secularization, divergent political ideologies, and theological critiques of the possibility of any nation being Christian. Analysis of the debate engendered by the new Religious Right. Three credits.
*First Semester, 1992-93* Mr. Moorhead
*First Semester, 1993-94*

CH490 PRESBYTERIAN HISTORY AND THEOLOGY

The history of Reformed theology and institutions oriented toward the understanding of Presbyterianism in twentieth-century America. The Presbyterian *Book of Confessions* will be viewed both historically and as a guide and resource for contemporary

CHUCK ROBISON

*James Howell Moorhead*

theology and preaching. Lectures, readings, preceptorial sections. Ordinarily taken by students in middle or senior year. Three credits.
*Second Semester, 1993-94* Ms. Douglass and Mr. Moorhead

CH491 UNITED METHODIST HISTORY AND DOCTRINE
A course designed to assist United Methodist students to understand their denominational heritage within the context of historic Christianity, and to participate responsibly in the ongoing theological development and institutional reforms which are yet taking place within the United Methodist Church. This course does not fulfill History Department distribution requirements. Three credits.
*Second Semester, 1992-93* Mr. Williams

## *Ph.D. Seminars*

CH900 HISTORICAL METHOD
Readings in the basics of historical methodology and research. Written projects will focus on skills required in editing texts, evaluating evidence, and critically evaluating secondary literature in the area of the student's primary interest. Required of Ph.D. candidates in church history during the first year of residence. Three credits.
*By special arrangement* Departmental Staff

CH921 PATRISTIC THEOLOGICAL LITERATURE
Topic of the seminar: Ephrem the Syrian. Three credits.
*Second Semester, 1992-93* Ms. McVey

CH930 REFORMATION RESEARCH
Topic of the seminar: Calvin. Three credits.
*First Semester, 1992-93* Ms. Douglass

CH970 AMERICAN CHURCH HISTORY
Topic of the seminar: Eschatology Themes in American Protestantism. Three credits.
*Second Semester, 1992-93* Mr. Moorhead

## HISTORY OF RELIGIONS

### *Introductory Class*

HR112 THE EXPERIENCE OF RELIGION
Prophetic and mystical encounters with the "sacred" examined through the theories of historians of religion, phenomenologists, psychologists, and sociologists. Examples chosen mainly from non-western religions: Zen Buddhism, devotional Hinduism, nature-affirming Taoism, Islamic Sufism, and others. Alternate life styles and modes of spirituality explored. The meaning of transcendence; the significance for theology of the renewed emphasis on religion as direct personal experience. Three credits.
*First Semester, 1993-94* Mr. Ryerson

### *Multi-Program Classes*

HR220 ENCOUNTER OF CHRISTIAN FAITH WITH OTHER FAITHS
Christian faith in a religiously plural world; theological bases for Christian attitudes and approaches to persons and cultures of other faiths. Major themes from world religions; third world ideologies. Non-western religions and American consciousness. Examples of interreligious dialogue. Fulfills general requirement for course on Christian responsibility in the public realm. Three credits.
*Second Semester, 1992-93* Mr. Ryerson
*Second Semester, 1993-94*

HR270 WORLD RELIGIONS THROUGH WORLD LITERATURE
An examination of major themes of world religions through a study of selected novels and other literature. Descriptions of encounters with "the holy" and an analysis of myth, ritual, and symbol. World religions in transition; conflicts and comparisons. Three credits.
*Second Semester, 1993-94* Mr. Ryerson

HR341 BUDDHISM
An introduction to the rituals and belief-systems of Buddhism. Life of the Buddha; growth of the community; exploration of major texts. Special attention to the spread of Buddhism into China and Japan. Buddhism's interaction with Confucianism and Taoism; the rise of Ch'an (Zen). Buddhism in America and its importance for Christian theology. Three credits.
*First Semester, 1992-93* Mr. Ryerson

HR345 HINDUISM

A survey of the nature and development of Hinduism: the Indus valley culture, Vedas and Upanishads, Bhagavad-Gita; *dharma* (discipline) and *bhakti* (devotion); sensuality and asceticism. Interrelationship between ideas and institutions; the Hindu renaissance. Relevance of Hinduism for the study of religion and theology. Three credits.

*First Semester, 1993-94* Mr. Ryerson

HR460 GODS AND POLITICS

An exploration of the interactions between religions and politics in the modern world and the Christian response to these developments. Special emphasis on the emergence and role of religious fundamentalism, with particular attention to Islamic militancy and Hindu revivalism. Comparison of charismatic leaders. Classical and contemporary theorists of religion will be used. The American religious-political scene viewed in comparative perspective. Fulfills general requirement for course on Christian responsibility in the public realm. Enrollment limited to twenty students. Three credits.

*Second Semester, 1992-93* Mr. Ryerson

HR472 TRADITIONAL RELIGIONS AND THE MODERN WORLD

An exploration of the attempts of traditional religions to adjust to, and challenge, new social and economic loyalties. Tradition and modernity defined. Materials drawn from a variety of religious traditions. Emphasis on the relation of social theory to theology. Fulfills general requirement for course on Christian responsibility in the public realm. Permission of instructor required. Three credits.

*First Semester, 1992-93* Mr. Ryerson

## *Ph.D. Seminar*

HR935 TRADITIONAL RELIGIONS AND MODERNIZATION

The persistences and transformations of traditional religions as they encounter the forces of modernization. Special emphasis on cultural nationalism and the quest for ethnic identities. Social theory and its relation to religion examined. Three credits.

*First Semester, 1992-93* Mr. Ryerson

# ECUMENICS

## *Multi-Program Classes*

EC210 THE CHRISTIAN MISSION IN TODAY'S WORLD: MISSIOLOGY FOR OUR TIMES

An introduction to the study of the Christian mission and missions with the primary emphasis given to the theological and historical bases for mission together with discussions of the present status of Christian missions, current issues, philosophies, impediments, and alternatives open to Christians and churches to engage in mission. Three credits.

*First Semester, 1992-93* Mr. Neely

EC301 HISTORY OF CHRISTIAN MISSIONS

A survey and interpretation of the spread of Christianity from apostolic times until the present, with special concentration on the lives of outstanding missionaries and their philosophies and methodologies. Three credits.

*First Semester, 1993-94* Mr. Neely

EC310 THEOLOGIES OF THE CHRISTIAN MISSION

A research study designed to provide the student with an opportunity to review representative ecumenical, catholic, and evangelical theologies of mission, and to do intensive research in an area of interest. Admission only with permission of the professor. Three credits.

*1993-94* Mr. Neely

EC315 WORLD HUMAN NEED AND THE CHRISTIAN RESPONSE

A study designed to acquaint the student with the nature and magnitude of national and global human problems such as poverty, hunger, injustice, militarism, and religious chauvinism and the response to these problems by various Christian churches and mission agencies. Three credits.

*Second Semester, 1993-94* Mr. Neely

EC325 THE ROLE OF WOMEN IN CHRISTIAN MISSION

A historical survey of the involvement of women in the spread of Christianity from the New Testament period to the present, with major concentration on the last 150 years. Attention to women missionaries and to others whose theological contributions and organizational skills also inspired and shaped the modern missionary movement. Analysis of the apparent decline in the number of women involved in traditional missions since the 1960s. Three credits.

*Second Semester, 1992-93* Mr. Neely

EC333 CROSS CURRENTS IN CHRISTIAN WORLD MISSION TODAY

Conducted in four one-week segments at the Overseas Ministries Study Center in New Haven, Connecticut, during the month of January. Seminars on various topics related to the contemporary world mission of the church. Requirements include participation in one of the four weeks of seminars, readings assigned by the professor, and a brief reflection paper. Course may be repeated in successive years. Prerequisite: approval of the Registrar and the professor. One credit.

*Second Semester, 1992-93* Mr. Neely

EC339 CROSS CULTURAL MISSION

Opportunity to engage in practical experience and reflection in Christian mission and ecumenics. Supervised short term mission activities of various types and in diverse locations throughout the world, conducted during the summer months; minimum stay overseas of eight weeks. Requirements include assigned preparatory readings and a final paper on a topic related to the summer service, determined in consultation with the instructor. The group will meet periodically during the autumn semester

for discussion and review. Students must be in residence during the autumn semester. Arrangements must be made in advance with the instructor. Three credits.
*Summer and Autumn, 1992* Messrs. Ryerson and Taylor

EC355 THE ECUMENICAL MOVEMENT IN THE TWENTIETH CENTURY
A study of the growth and development of world Christianity in the twentieth century, with special attention to the world mission of the church as it emerged from western missionary beginnings into an enterprise of the church in six continents, and to the development of an ecumenical social ethic through the World Council of Churches and its predecessors. Interaction with Roman Catholic and with conservative evangelical Christianity will also be considered, as will concerns in the area of faith and order. Three credits.
*First Semester, 1992-93* Mr. Neely

EC360 CHURCH GROWTH AS STRATEGY FOR MISSION
An analytical and practical study of contemporary principles of congregational development with special attention given to the "Church Growth Movement" including its strengths and weaknesses. Three credits.
*First Semester, 1993-94* Mr. Neely

EC401 A HISTORY OF CHRISTIAN THOUGHT IN LATIN AMERICA
A historical overview of the development of Latin American Christian theology, both Roman Catholic and Protestant, including evangelical and liberation theologies, from the sixteenth century to the present. Emphasis will be placed on such major historical developments as the European conquest and colonization, Latin American independence, and nationalisms. Three credits.
*Second Semester, 1992-93* Messrs. Deiros and Neely

EC402 CHRISTIAN FUNDAMENTALISM IN LATIN AMERICA
A critical interpretation of the antecedents, origins, development, and manifestations of fundamentalist Christian movements in Latin American Roman Catholicism and Protestantism. Three credits.
*First Semester, 1992-93* Mr. Deiros

EC405 THE LATIN AMERICAN REALITY
Missiological implications of the various aspects that constitute the reality of Latin America such as geography, history, world view, philosophy, folklore, religious beliefs and practices, social structure, economy, and politics. Three credits.
*First Semester, 1992-93* Mr. Deiros

EC415 PROTESTANT MISSIONS FROM LATIN AMERICA
An investigation of the beginnings and development of Protestant mission projects emanating from Latin America, with emphasis on the contributions to the expansion of world Christianity and to the ways Latin Americans practice mission. Three credits.
*Second Semester, 1992-93* Mr. Deiros

### *Ph.D. Seminar*

EC939 THEOLOGIES OF THE CHRISTIAN MISSION
Readings and research in the theologies that have emerged in those areas of the world traditionally regarded as mission fields of the western church. Three credits.
*Second Semester, 1993-94* Mr. Neely

## CHRISTIANITY AND SOCIETY

### *Multi-Program Classes*

CS201 RELIGION AND SOCIETY
Investigation of the sacred sources of a sense of social obligation, of a common fate, and of legitimate authority. The sacred described as the sphere of social life in which primordial strivings come into play. Societies in which the sacred is in constant, dynamic, and intense interaction with basic institutions compared to more complex and secularized social systems. Symbolic victories over death in sacred pilgrimage and ritual; ceremonies, spectacle, stigmatization, and the concentration and the diffusion of the sacred in modern societies. Three credits.
*First Semester, 1992-93* Mr. Fenn

CS221 SECULARIZATION: AN INTRODUCTION TO THE DEBATE
This course will identify secularization as a controversial theme in the sociology of religion. Problems in analyzing the nature and scope of secularization in both western and non-western societies. The relation of secularization to new religious movements and to particular currents in theology. Efforts to illustrate the possibilities and limits of translating theological concerns into sociological inquiry. Fulfills general requirement for course on Christian responsibility in the public realm. Three credits.
*First Semester, 1993-94* Mr. Fenn

CS223 CHURCH, COMMUNITY, AND NATION
Investigation of the way in which the church, social classes, and the nation compete and collaborate with each other in the social construction of community. Class conflict and the role of the churches in local communities. The relation of central political and cultural institutions to groups and movements on the periphery. The effect of global social trends, dissent, religious movements, and the expansion of the state on the symbolic construction of community. Fulfills general requirement for course on Christian responsibility in the public realm. Three credits.
*First Semester, 1992-93* Mr. Fenn

CS241 SOCIOLOGICAL APPROACHES TO THE NEW TESTAMENT
A critical assessment of the ways in which models from the social sciences have been used to reconstruct the social history of early Jewish and Christian groups. The course will focus on such institutions as slavery and the household, on ways that different groups construct images of the center and boundaries of the "world," and on colonial

power structures, in order to suggest possibilities for the interpretation of the role of the Jesus movement in various social contexts. Three credits.
*Second Semester, 1992-93* Mr. Fenn

CS362 PERSONAL SIN AND SOCIAL EVIL
Psychological, sociological and theological views of sin and evil. Attention to sin as a personal matter and evil as a social phenomenon, and the interrelationship of the two. Particular emphasis on the sources, meanings and consequences of sin and evil and on remedial possibilities. Focus on such themes as guilt and shame, trespasses and debts, forgiveness and pardon, restitution and reparation. Fulfills general requirement for course on Christian responsibility in the public realm. Same as course PT462. Three credits.
*Second Semester, 1993-94* Messrs. Fenn and Capps

CS385 THE NEW TESTAMENT AND SOCIOLOGY
Examination of the transmission of Jesus traditions in Palestine before A.D. 70, employing exegetical, historical, and sociological perceptions and methodologies. Greek recommended but not required. Designed for advanced students. Same as course NT385. Three credits.
*First Semester, 1993-94* Messrs. Fenn and Charlesworth

## *Ph.D. Seminars*

CS905 METHOD IN THE SOCIAL SCIENTIFIC STUDY OF RELIGION
An investigation of methodologies that are currently being employed in the social scientific study of religion, including ethnomethodology, survey research, field and case study, etc. Special focus on the philosophical and theological assumptions involved in the formulation and testing of theories, the choice of research procedures, the gathering of data, and the interpretation and reporting of findings. A major objective of the seminar is to challenge students to become self-critical with respect to the influence of their own commitments, hidden agendas, communication styles, and personal attitudes toward the subjects of their research. To this end, considerable attention will be paid to issues of power, inequality, authority, and empathy in social scientific method. Ph.D. seminar also open to Th.M. candidates in the program in Religion, Self, and Society. Three credits.
*Second Semester, 1992-93* Mr. Fenn

CS936 THE SOCIOLOGY OF RELIGION
Designed to provide a thorough grounding in contemporary social theory, with focus on the problem of secularization. Theorists to be studied include Parsons, Luckmann, Robertson, D. Martin, B. Martin, B. Wilson, Bellah, and Hammond. Comparative analysis of institutions in complex societies. Issues in the interpretation of language and ritual. Limited to Ph.D. candidates. Three credits.
*Second Semester, 1993-94* Mr. Fenn

MICHAEL BONGART

*Elsie Anne McKee*

## DEPARTMENTAL FACULTY

PABLO ALBERTO DEIROS. John A. Mackay Professor of World Christianity. Ph.D. Southwestern Baptist Theological Seminary. (Evangelical Baptist)

JANE DEMPSEY DOUGLASS. Hazel Thompson McCord Professor of Historical Theology. A.M. Radcliffe College; Ph.D. Harvard University; L.H.D.(Hon.). Her specialty is the history of theology at the end of the Middle Ages and during the Reformation; she has especially been working on the theology of Luther and Calvin and of women in the sixteenth century. Her scholarly agenda has been shaped by her special concern for a full and equal place for women in the Church. (Presbyterian)

RICHARD KIMBALL FENN. Maxwell M. Upson Professor of Christianity and Society. B.D. Episcopal Theological School; Th.M. Princeton Theological Seminary; Ph.D. Bryn Mawr Graduate School. He is a sociologist of religion

and social change, with a focus on secularization theory and the social context of the Palestinian Jesus movement. (Episcopal)

ELSIE ANNE MCKEE. Archibald Alexander Associate Professor of the History of Worship. Ph.D. Princeton Theological Seminary. (Presbyterian)

KATHLEEN E. MCVEY. Associate Professor of Church History. Ph.D. Harvard University. She teaches courses on the history and literature of early Christianity, as well as the later Eastern Orthodox traditions. Her research interests have been primarily in early Syriac Christianity. She is currently involved in a broader study of early Christian interpretation of Genesis 1-3. (Roman Catholic)

JAMES H. MOORHEAD. Mary McIntosh Bridge Professor of American Church History. M.Div. Princeton Theological Seminary; M.Phil., Ph.D., Yale University. Two major interests are: the role of nineteenth-century evangelical Protestantism in shaping attitudes toward modernity in general and toward social reform in particular; and Protestant eschatology in the same era. (Presbyterian)

ALAN NEELY. Henry Winters Luce Professor of Ecumenics and Mission. B.D., Th.D. Southwestern Baptist Theological Seminary; Ph.D. American University. His special interests are the history of Christianity and mission in Latin America, the theological and socio-political issues in world Christianity, and the Christian response to world human need. (American Baptist)

CHARLES ANTHONY RYERSON III. Associate Professor of the History of Religions. B.D. Union Theological Seminary, New York; M.Phil., Ph.D. Columbia University. Special teaching and research interests include the phenomenological, sociological and anthropological study of religion and world religions (especially Hinduism) and exploration of the political-cultural encounter of, and the theological dialogue among, those religious traditions. (Episcopal and Church of South India)

# Theology ~

PROFESSORS: D. Allen, D.L. Migliore, P.J. Paris, J.W. van Huyssteen, E.D. Willis-Watkins (Chair)
ASSOCIATE PROFESSORS: †N.J. Duff, S.H. Lee, B.L. McCormack, M.K. Taylor
VISITING LECTURER: D.S. Williams

## PHILOSOPHY

### *Multi-Program Classes*

PH301 PHILOSOPHY OF RELIGION
An introduction to philosophical reflection on religion by a study of the relation of faith to reason, the traditional arguments for God's existence, the meaning of religious beliefs, and the problem of evil. There will be an emphasis on recent developments. Three credits.
*First Semester, 1993-94* Mr. Allen

PH305 CHRISTIANITY AND THE MODERN MENTALITY
A course providing a historical and philosophical analysis of selected developments in science, philosophy, politics, and economics, and their implications for Christianity, in the period ca. 1600-1900. General background lectures will be combined with discussion groups which focus on specific readings. Three credits.
*Second Semester, 1993-94* Mr. Allen

PH311 THE CONCEPT OF LOVE FROM PLATO TO THE PRESENT
A survey of the major philosophical and theological theories concerning the nature and significance of love. Such questions as the distinctiveness of Christian love, the nature of friendship, and the possibility of escape from egotism will be considered. Besides such major figures as Plato, Augustine, and Dante, the recent controversy initiated by Nygren's *Agape and Eros* will be of particular concern. Three credits.
*First Semester, 1992-93* Mr. Allen

† On leave second semester 1992-93.

CHUCK ROBISON

*Diogenes Allen*

PH327 SPIRITUAL THEOLOGY

The nature of spirituality and its relation to doctrinal theology, particularly to questions of epistemology. The role of the imagination in giving us access to religious truth. The motivation, paths, and goals of the Christian pilgrimage will be treated primarily by a study of George Herbert's *The Temple*, T. S. Eliot's *Four Quartets*, and the anonymous work, *The Cloud of Unknowing*. Three credits.

*First Semester, 1993-94* Mr. Allen

PH330 PARADIGMS AND PROGRESS IN THEOLOGY

An analysis of the way the construction of theories and of doctrine in theology is rooted in the origins of knowledge and imagination. Following an analysis of the role of methodology in a postmodern era, the course will focus on the role of metaphor in social and natural scientific explanation and on the possibility of a realist construct of theories in systematic theology. Three credits.

*First Semester, 1993-94* Mr. van Huyssteen

PH350 THEOLOGY AND THE PROBLEM OF RATIONALITY

This course will focus on the challenge of contemporary philosophy of science to current theological reflection and to the creative construction of theories in systematic theology. Three credits.

*Second Semester, 1992-93* Mr. van Huyssteen

PH351 THE JUSTIFICATION OF OUR BELIEF IN GOD

An analysis of the ongoing debate between Christian theism and its secular critics:

the arguments for and against the existence of God, and the possibility of a rational choice between belief and non-belief. Three credits.
*Second Semester, 1993-94* Mr. van Huyssteen

PH421 THE THEOLOGY OF AUSTIN FARRER
The works of Farrer will be approached from several perspectives: first, as concerned with the philosophic, theological, and biblical problems in our claims to knowledge of God; second, as concerned with the relevance of intellectual inquiry for a life of devotion; third, as a preacher; and fourth, as a creator of a twentieth century Anglican "middle way." Qualifies as third theology course for M.Div. candidates. Prerequisite: course TH01 or TH221. Three credits.
*Second Semester, 1993-94* Mr. Allen

PH431 THE PHILOSOPHY OF KANT
A close study of the *Critique of Pure Reason* and *Religion Within the Limits of Reason Alone*, together with other relevant Kantian works which bear on the meaning and truth of religious beliefs. Prerequisites: two courses in philosophy or doctrinal theology, on either the collegiate or the seminary level. Three credits.
*First Semester, 1992-93* Mr. Allen

PH432 THE THEOLOGY OF SIMONE WEIL
A study of the spirituality, social philosophy, and philosophical theology of Simone Weil. Emphasis will be placed on the mutual relation of the individual to the community and the distinctively Christian motivation, manner, and aim of social action. Qualifies as third theology course for M.Div. candidates. Prerequisite: course TH01. Three credits.
*Second Semester, 1992-93* Mr. Allen

### *Ph.D. Seminar*

PH946 PHILOSOPHY IN THE ENLIGHTENMENT: FAITH AND REASON
The problems of the extent and nature of knowledge, the nature of mind, and the nature of faith will be explored by a reading of some philosophers falling within the period from Descartes to Kant. Three credits.
*Second Semester, 1992-93* Mr. Allen

## DOCTRINAL THEOLOGY

### *Multi-Program Classes*

TH221 SYSTEMATIC THEOLOGY I
The first in a two-course sequence covering the major Christian doctrines from revelation to eschatology, emphasizing their biblical basis, evangelical focus, ecclesial context, trinitarian scope, and contemporary significance for Christian life and ministry. Required of all Juniors. Three credits.
*Second Semester, 1992-93* Messrs. Willis-Watkins and Lee

TH222 SYSTEMATIC THEOLOGY II

The second in a two-course sequence covering the major Christian doctrines from revelation to eschatology, emphasizing their biblical basis, evangelical focus, ecclesial context, trinitarian scope, and contemporary significance for Christian life and ministry. Required of all Middlers. Three credits.

*First Semester, 1993-94* Messrs. Migliore and McCormack

TH311 THE DOCTRINE OF GOD

The mystery and self-revelation of God; the tension between the biblical understanding of God and classical philosophical conceptions; the attributes of God; the doctrine of the Trinity; the inseparability of knowledge of God and knowledge of ourselves. Qualifies as third theology course for M.Div. candidates. Prerequisite: course TH01. Three credits.

*First Semester, 1992-93* Mr. Migliore

TH312 CHRISTOLOGY

The doctrine of the person and work of Jesus Christ, developed both historically and systematically, and in critical dialogue with modern attempts at christological reconstruction. Qualifies as third theology course for M.Div. candidates. Prerequisite: course TH01 or TH221. Three credits.

*Second Semester, 1993-94* Mr. Migliore

TH314 THE SPIRIT AND THE CHURCH

An exploration of the importance of a trinitarian doctrine of the Holy Spirit for a proper understanding of Christian life and for a sound theology of the nature and mission of the church, the proclamation of the Word, and the celebration of the sacraments. Qualifies as third theology course for M.Div. candidates. Prerequisite: course TH01. Three credits.

*Second Semester, 1992-93* Mr. Migliore

TH316 THE DOCTRINE OF THE ATONEMENT IN CHRISTIAN TRADITION

A historical survey of leading theories of the atonement, from the early church through to the present. Among the thinkers and schools to be considered are: Irenaeus, Athanasius, Gregory of Nyssa, Anselm, Abelard, Luther, Calvin, covenant theology, Schleiermacher, Hegel, McLeod Campbell, Ritschl, Barth, Tillich, and Sobrino. Qualifies as third theology course for M.Div. candidates. Prerequisite: course TH01. Three credits.

*Second Semester, 1992-93* Mr. McCormack

TH317 THE DOCTRINE OF ELECTION

A critical study of Reformed attempts, old and new, to reflect upon the sovereignty of God in planning, accomplishing, and applying salvation. Biblical foundations of the doctrine; a historical survey of the development of the "classical" Reformed view through consideration of its leading exponents and their antecedents (Augustine, Duns Scotus, Luther and Calvin, Beza and his followers), as well as attempts made within the Reformed tradition to modify the classical view (Amyraut, Arminius, and Barth). Alternative theories of determinism (Stoicism, Marxism, and behavioralism).

Special theological problems which arise in connection with this doctrine (the nature of human freedom, the problem of the assurance of salvation, limited atonement, and universal salvation). Qualifies as third theology course for M.Div. candidates. Prerequisite: course TH01. Three credits.

*First Semester, 1992-93* Mr. McCormack

TH318 CHRISTIAN HOPE

A study of the basis and content of Christian hope in its personal, corporate, and cosmic dimensions, as interpreted in classical Christian theology and in contemporary theologies of hope, and in critical dialogue with modern dreams of utopia on the one hand and fears of apocalyptic disaster on the other. Qualifies as third theology course for M.Div. candidates. Prerequisite: course TH01. Three credits.

*Second Semester, 1992-93* Mr. Migliore

TH321 THEOLOGY AND ETHICS OF AQUINAS

A study of the sources and historical and biographical contexts of Thomas' theology and ethics, and of the interpretation of Thomas in the Reformation and in contemporary theology. Special attention will be given to his treatment of reason and revelation, nature and grace, the Christian life, and the means of grace. Consideration of correlations between art forms and pieties of the period. Qualifies as third theology course for M.Div. candidates. Prerequisite: course TH01. Three credits.

*First Semester, 1992-93* Mr. Willis-Watkins

TH330 REFORMED AND LUTHERAN CONFESSIONAL THEOLOGY IN THE SIXTEENTH CENTURY

An examination of the development of Reformed theology in the sixteenth century as evidenced in confessions and creedal statements, culminating with the *Harmonia confessionum* of 1581. Problems to be considered include the authority of confessions in the Reformed tradition, unity and diversity in early Reformed theology, and the distinctiveness of Reformed theology as seen through a careful comparison with the documents found in the Lutheran *Book of Concord*. Prerequisite: course TH01 or TH221. Three credits.

*Second Semester, 1993-94* Mr. McCormack

TH335 THE THEOLOGY OF CALVIN

The sources and development of Calvin's theology in its historical context and its contemporary significance. Readings in the Institutes, commentaries, and treatises. Qualifies as third theology course for M.Div. candidates. Prerequisite: course TH01. Three credits.

*Second Semester, 1992-93* Mr. Willis-Watkins

TH345 SEVENTEENTH CENTURY REFORMED THEOLOGY

A study of Reformed theology in the period beginning with the Arminian challenge, culminating in the Swiss Formula of Consensus of 1675 and the emergence of "rational orthodoxy." Among the subjects to be considered are the effect of the revival of scholasticism, Ramist logic, Arminius and Amyraut, the infralapsarian-supralapsarian debate, the rise of covenant theology, the impact of Descartes, Dutch precisionism, the problem of natural theology, and attempts to secure the authority of Scrip-

ture in the face of the rise of modern science and of textual criticism. Prerequisite: course TH01 or TH221. Three credits.
*First Semester, 1993-94* Mr. McCormack

TH350 JONATHAN EDWARDS
A study of Edwards' thought with particular attention to his attempt at a restatement of the Reformed perspective in the context of his own age. The central focus will be upon his idea of faith as a "sense of the heart" and his conception of God and the world, of Christ and the Christian life, as essentially relational, dynamic, and beautiful. The contemporary usefulness of Edwards' theology. Qualifies as third theology course for M.Div. candidates. Prerequisite: course TH01 or TH221. Three credits.
*Second Semester, 1993-94* Mr. Lee

TH360 NINETEENTH CENTURY REFORMED THEOLOGY
A study of attempts made to deepen, modify, and defend the Reformed faith in the face of developments in philosophy, science, and politics in the nineteenth century. Figures to be studied include Friedrich Schleiermacher, Alexander Schweizer, Alois Biedermann, John McLeod Campbell, Charles Hodge, John W. Nevin, and Abraham Kuyper. Prerequisite: course TH01. Three credits.
*Second Semester, 1992-93* Mr. McCormack

TH363 THE THEOLOGY OF FRIEDRICH SCHLEIERMACHER
A study of Schleiermacher's theology and influence on nineteenth- and twentieth-century theology. Critical reading of his sermons as Reformed pastor, his *Speeches* to religion's "cultured despisers," and his theological system in *The Christian Faith*. Special attention given to contemporary uses of Schleiermacher and to his social and political context in nineteenth-century Germany through which he influenced the theological writings of Hegel, Biedermann, Ritschl, Hermann, and Troeltsch. Qualifies as third theology course for M.Div. candidates. Prerequisite: course TH01. Three credits.
*First Semester, 1992-93* Mr. Taylor

TH370 THE THEOLOGY OF KARL BARTH
A critical study of the basic themes of Barth's theology; his attack on "religion" and "natural theology"; his christocentric interpretation of the Bible and reconstruction of church doctrines; his description of Christian life as the practice of the freedom of the gospel. Qualifies as a second course in theology for M.Div. candidates. Prerequisite: course TH01 or TH221. Three credits.
*Second Semester, 1993-94* Mr. Migliore

TH372 THE THEOLOGY OF PAUL TILLICH
A concentration on Tillich's system as a whole through reading of his systematic theology, focusing on his theology of culture, the religious dimension, Being, and Christ as New Being. Tillich's system will be viewed also in light of his sermons and essays about concrete issues and situations. Qualifies as third theology course for M.Div. candidates. Prerequisite: course TH01 or TH221. Three credits.
*First Semester, 1993-94* Mr. Taylor

TH378 PROVIDENCE AND EVIL

The meaning of God's providence in history, especially as it bears upon the problem of evil and suffering. This question will be explored in dialogue with such figures as Calvin, Edwards, Moltmann, Gilkey, and David Griffin. Qualifies as third theology course for M.Div. candidates. Prerequisite: course TH01. Three credits.

*First Semester, 1992-93* Mr. Lee

TH380 CONTEMPORARY HERMENEUTICS IN THEOLOGY

An introduction to hermeneutical theory in current Christian theology, primarily as theology has been influenced by the works of Gadamer, Habermas and varieties of literary criticism. Survey of theological hermeneutics in contemporary theologies, including feminist, womanist and liberation approaches. Prerequisite: course TH01. Three credits.

*First Semester, 1992-93* Mr. Taylor

TH384 CONTEMPORARY FEMINIST THEOLOGIES

A study of diverse Christian feminist theologies in North America in relation to theologies emergent in international women's movements. Special focus on the constructive efforts of African American, Asian American, and Hispanic women in relation to the systematic reformulations of Ruether, McFague, E. Schussler Fiorenza, Chopp, C. Heyward, and Brock. Also provides an introductory survey of linguistic, psychological, and anthropological theories of gender systems which inform feminist theologies. Prerequisite: course TH01 or TH221. Three credits.

*Second Semester, 1993-94* Mr. Taylor

TH388 GRACE, PROTEST, AND HOPE

A study of Protestant theology at the boundary of the twentieth and twenty-first centuries. Theological readings will be considered in the context of historical and contemporary analyses of Protestantism as a religious phenomenon. Special attention given to Protestant theologies in North, Central, and South America and to the theme of grace as related to diverse struggles for justice in church and society. Prerequisite: course TH01 or TH221. Three credits.

*Second Semester, 1993-94* Mr. Taylor

TH400 SCIENCE AND CREATION

Consideration of the relationship between theology and science and analysis of significant current topics like cosmology, the big bang theory and its relation to the doctrine of creation, the place of the human being in evolutionary history, and the human impact upon creation through petitionary prayer and ecological ethics. Prerequisite: course TH01. Three credits.

*First Semester, 1992-93* Mr. van Huyssteen

TH405 THEOLOGY AND COSMOLOGY

Analysis of contemporary attempts to relate constructive theology to science, with special focus on the challenge presented to theology by current cosmology: whether

belief in the Christian God is still a reasonable and rational option in the light of contemporary theories on the nature and origin of the universe. Prerequisite: course TH01 or TH221. Three credits.
*Second Semester, 1993-94* Mr. van Huyssteen

TH415 THEOLOGY IN AN AGE OF SCIENCE
Analysis of the challenging fact that in a post-modern theology the traditional boundaries between theology, philosophical theology, and philosophy of religion are transcended. An attempt to show that both theologians and philosophers of religion need a thorough knowledge of the cognitive aspects of religion, and that contemporary philosophy of science has become the most important methodological link in the current theology and science debate. Three credits.
*First Semester, 1992-93* Mr. van Huyssteen

TH430 CONTEMPORARY PHYSICS IN THEOLOGICAL PERSPECTIVE
Examination of the relationship of theology to such significant topics in the forefront of current theology and science discussion as the second law of thermodynamics, relativity, the quantum world, and models of God for an ecological, evolutionary age. Prerequisite: course TH01 or TH221. Three credits.
*First Semester, 1993-94* Mr. van Huyssteen

TH450 ASIAN AND ASIAN AMERICAN THEOLOGIES
Critical study of theological reflections emerging out of the East Asian and Asian American contexts. Special attention will be given to the Christian responses to Asian cultures and religions and to the usefulness and limits of the symbols of pilgrimage and liberation in the theological interpretation of socio-cultural marginality. Prerequisite: course TH01. Three credits.
*Second Semester, 1992-93* Mr. Lee

TH475 CULTURAL ANTHROPOLOGY AND THEOLOGY
A study of Christian theology in light of cross-cultural explorations in cultural anthropology. Following introductory lectures on the discipline of cultural anthropology, students will read one ethnography of another culture, and will be introduced to theories of anthropologists Mary Douglas, Victor Turner, Clifford Geertz, and C. Levi-Strauss. Special emphasis on writings about other cultures and religions by theologians Tillich, Barth, Rahner, John Cobb, and Enrique Dussel. Prerequisite: course TH01. Three credits.
*Second Semester, 1992-93* Mr. Taylor

TH480 POPULAR CULTURE AND THEOLOGY
A study of leading myths, movements, music and literature in U.S. popular cultures as viewed from a diversity of Christian theological perspectives. Prerequisite: course TH01. Three credits.
*Second Semester, 1992-93* Mr. Taylor

## *Ph.D. Seminars*

TH910 THEORY AND PRAXIS IN THEOLOGY
Centering on the theme of relating theory to practice in theology, this seminar undertakes critical analysis of contemporary theological methods as informed not only by classical norms but also by perspectives from post-modernism, hermeneutical phenomenology, post-liberalism, feminist theory, critical theory, political and liberation thought, and deconstructionism. Three credits.
*First Semester, 1993-94* Mr. Taylor

TH920 DEVELOPMENT OF DOCTRINE FROM NICEA TO CHALCEDON
The relation between the formation of the canon of Scripture and the rule of faith on christology, doctrine of God, and church-state relations. The hermeneutics of the debate behind the conciliar decisions, and their role in the contemporary systematic task. Three credits.
*First Semester, 1992-93* Mr. Willis-Watkins

TH935 CALVIN SEMINAR: REFORM OF THE CHURCH
Special attention given this term to the Tracts and Treatises. Three credits.
*Second Semester, 1993-94* Mr. Willis-Watkins

TH950 THE PHILOSOPHICAL THEOLOGY OF JONATHAN EDWARDS
Critical analysis of Edwards' reshaping of the western philosophical and theological tradition in light of Lockean empiricism and Newtonian science. Edwards' thought will be compared and contrasted with various developments in recent theology, e.g., process theology, eschatologically oriented theologies, and theories of the role of imagination in revelation and hermeneutics. Three credits.
*First Semester, 1993-94* Mr. Lee

TH955 THEOLOGY AND POSTFOUNDATIONAL EXPLANATIONS
Course will examine the important parallels, as well as profound differences, between the nature and justification of explanation of science, and the nature and epistemic status of theological explanations. It will also attempt to show that in a postfoundationalist epistemology, the problem of meaning—as highlighted by the social and human sciences—cannot be absent in the current theology and science debate. Three credits.
*Second Semester, 1992-93* Mr. van Huyssteen

TH965 BARTH'S CHURCH DOGMATICS
Studies in Barth's doctrine of the trinity: its initial formulations in the Gottingen lectures (1924) and its subsequent development in the *Church Dogmatics*; the relation of Barth's teaching to classical trinitarian doctrine; critical responses to Barth's trinitarianism in recent theology (e.g., J. Moltmann, W. Pannenberg). Three credits.
*First Semester, 1993-94* Mr. Migliore

MICHAEL BONGART

*J. Wentzel van Huyssteen*

TH968 WOLFHART PANNENBERG'S SYSTEMATIC THEOLOGY
A critical analysis of Pannenberg's *Systematic Theology*, volumes I and II. Attention will also be given to *An Introduction to Systematic Theology* and to *Metaphysics and the Idea of God*. Three credits.
*Second Semester, 1993-94* Mr. McCormack

TH971 THE THEOLOGY OF THE RITSCHLIAN SCHOOL
A study of the writings of the leading members of the Ritschlian school: Albrecht Ritschl, Wilhelm Herrmann, Adolf von Harnack, Julius Kaftan, Ferdinand Kattenbusch, and Ernst Troeltsch. Among the problems to be considered are: the rejection of metaphysics; christocentrism; justification and reconciliation; the idea of the kingdom of God; debates over theological and historical method and over apologetics; the role played by politics in the theology of the movement. Three credits.
*First Semester, 1992-93* Mr. McCormack

## CHRISTIAN ETHICS

### *Multi-Program Classes*

ET315 CHRISTIAN THINKING ABOUT MORAL DECISION
A basic introduction to the prominent types of Christian thought about moral problems (e.g., Christian realism, Christian contextualism, Christian virtue, Christian rights and principles, Christian liberation). Readings will focus on twentieth century Christian-ethicists, and throughout the course attention will be given to such im-

portant social problems as racism and apartheid, abortion, poverty, and war. Fulfills general requirement for course on Christian responsibility in the public realm. Prerequisite: course TH01 or TH221. Three credits.
*Second Semester, 1993-94* Mr. Paris

ET320 DOCTRINE OF VOCATION AND PROBLEMS IN THE WORK PLACE
The Reformed understanding of vocation will be employed in the examination of such issues as the Protestant work ethic, the effect of work-practices on the family, unemployment, Mexican-American border industries, the Christian and military jobs, work and economics, and business ethics. Some attention will be given to the series of General Assembly papers regarding these issues. Fulfills general requirement for course on Christian responsibility in the public realm. Qualifies as third theology course for M.Div. candidates. Prerequisite: course TH01 or TH221. Three credits.
*Second Semester, 1993-94* Ms. Duff

ET323 ETHICS AND PUBLIC POLICY
A critical analysis of the task of the religious social ethicist in constructing arguments relative to public policy. Focus on contemporary ethicists and the nature of their commitments to such issues as social science, democratic socialism, democratic liberalism, voluntary associations, private and public interests, social justice, free enterprise, and social change. Evaluation of the moral problems attending those value commitments and their implications for good public policy. Fulfills general requirement for course on Christian responsibility in the public realm. Three credits.
*First Semester, 1992-93* Mr. Paris

ET324 ETHICS AND POLITICS IN THE BLACK COMMUNITY
A critical analysis of ethics and politics in the black community from 1890 to the present, focusing on styles of leadership and their corresponding theories, forms of ethical thought, and the relation of religion and politics. Study of such prominent leaders as Booker T. Washington, W.E.B. DuBois, Marcus Garvey, Mary McLeod Bethune, A. Philip Randolph, Malcolm X, Martin Luther King, Jr., Jesse Jackson, and several contemporary congressional leaders. Fulfills general requirement for course on Christian responsibility in the public realm. Three credits.
*Second Semester, 1993-94* Mr. Paris

ET346 ISSUES IN MEDICAL ETHICS
Issues in medical ethics will be examined under three major headings: (1) Relationship between theology and medicine (examining theological and medical understandings of illness and health). (2) Christian view of children and the family (*in vitro* fertilization, surrogate motherhood, abortion). (3) Christian understanding of the end of life (care for the elderly, euthanasia). Also studied will be such topics as distribution of health care, medical insurance, and care for the mentally disabled. Fulfills general requirement for course on Christian responsibility in the public realm. Prerequisite: course TH01 or TH221. Three credits.
*First Semester, 1993-94* Ms. Duff

ET348 ISSUES IN HUMAN SEXUALITY

The course will examine biblical, historical, and contemporary Christian views of human sexuality in relation to such topics as masculine and feminine spirituality, procreation, marriage, homosexuality, single life, incest, rape, pornography and sex education. Fulfills general requirement for course on Christian responsibility in the public realm. Prerequisite: course TH01. Three credits.

*First Semester, 1992-93* Ms. Duff

ET408 AFRICAN AND AFRICAN AMERICAN THEOLOGIES

A basic introduction to African and African American theologies and their implications for ethics in ministry, both within their own respective contexts and in the Christian community at large. Three credits.

*Second Semester, 1992-93* Mr. Paris

ET460 THEOLOGY AND ETHICS OF DIETRICH BONHOEFFER

Exploration of the theological and ethical method of Dietrich Bonhoeffer. In addition to reading Bonhoeffer's major works (e.g., *Cost of Discipleship*, *Ethics*, *Letters and Papers from Prison*), the class will read a biography of Bonhoeffer in an effort to put his work in historical perspective and to explore its significance for today. Fulfills general requirement for course on Christian responsibility in the public realm. Qualifies as third theology course for M.Div. candidates. Prerequisite: course TH01. Three credits.

*First Semester, 1992-93* Ms. Duff

ET475 THE THEOLOGY AND ETHICS OF REINHOLD AND H. RICHARD NIEBUHR

A critical analysis of the two most influential Christian social ethicists of the twentieth century, with particular emphasis on their theological background, their understandings of the relation of faith and culture, their appropriation of social science, their contributions to social policy, and their methodological importance for ethical thought and practice in our day. Qualifies as third theology course for M.Div. candidates. Fulfills general requirement for course on Christian responsibility in the public realm. Prerequisite: course TH01. Three credits.

*First Semester, 1992-93* Mr. Paris

ET480 THE THEOLOGY AND ETHICS OF JAMES CONE

The course will examine the theology and ethics of James Cone in historical sequence from 1969 to the present. His work will be read against the backdrop of movements for racial justice in the U.S. The course will also focus on how Cone's thought has changed and developed as well as on what Black liberation theology and ethics have to say to the Church today. Fulfills general requirement for course on Christian responsibility in the public realm. Qualifies as third theology course for M.Div. candidates. Prerequisite: course TH01 or TH221. Three credits.

*First Semester, 1993-94* Ms. Duff

## *Ph.D. Seminars*

ET911 ARISTOTLE'S ETHICS AND POLITICS
A detailed investigation of Aristotle's method of ethical and political inquiry in order to discern its limits and possibilities for both the theoretical and practical concerns of contemporary ethical studies. Three credits.
*Second Semester, 1992-93* Mr. Paris

ET920 TYPES OF CHRISTIAN ETHICS
Exploration of the methodological issues raised by thinkers representative of five types of Christian Ethics: deontological (Kant, Browning, Smedes, Aquinas, Curran), utilitarian (Mill, Fletcher, Callahan), contextual (Calvin, Lehmann, Hauerwas), black liberation (Cone), and feminist (Harrison). Analysis of the arguments offered by these ethicists on topics such as abortion, homosexuality, *in vitro* fertilization, revolution, etc. Three credits.
*Second Semester, 1993-94* Ms. Duff

## DEPARTMENTAL FACULTY

DIOGENES ALLEN. Stuart Professor of Philosophy. M.A. Oxford University; B.D., M.A., Ph.D. Yale University. He is concerned with philosophy as it relates to the theological enterprise, spiritual theology, and has an interest in theology and literature. He is a specialist in 17th century philosophy and science. (Presbyterian)

MICHAEL BONGART

*Bruce Lindley McCormack*

NANCY J. DUFF. Associate Professor of Christian Ethics. M.Div. Union Theological Seminary in Virginia; Ph.D. Union Theological Seminary in New York. Her research and teaching focus on the theological foundations of Christian ethics in the Reformed tradition, exploring how theological claims describe the Church's responsibility in the world. (Presbyterian)

SANG HYUN LEE. Kyung-Chik Han Associate Professor of Systematic Theology. S.T.B. Harvard Divinity School; Ph.D. Harvard University. He teaches courses in the area of systematic theology, with special research interests in Jonathan Edwards as a resource for contemporary theological reconstruction, God's providence and human suffering, and the development of a theology in the Asian American context. (Presbyterian)

BRUCE L. MCCORMACK. Weyerhaeuser Associate Professor of Systematic Theology. M.Div. Nazarene Theological Seminary; Ph.D. Princeton Theological Seminary. His major interest is in the development of Karl Barth's dialectical theology. (Church of Scotland)

DANIEL L. MIGLIORE. Arthur M. Adams Professor of Systematic Theology. B.D. Princeton Theological Seminary; M.A., Ph.D. Princeton University; L.H.D.(Hon.). In addition to teaching introductory and advanced courses in Christian doctrine, his special area of research and teaching is the theology of Karl Barth. (Presbyterian)

PETER J. PARIS. Elmer G. Homrighausen Professor of Christian Social Ethics, and Liaison with the Princeton University Afro-American Studies Program. B.D. Acadia University Nova Scotia; M.A., Ph.D. University of Chicago. His special interest is in the ethics, politics and religion of African Americans. (African United Baptist)

MARK KLINE TAYLOR. Associate Professor of Theology and Culture. D.Min., Union Theological Seminary in Virginia; Ph.D. University of Chicago Divinity School. His teaching and research interests are in the area of cultural anthropology, political theory and liberation theology. His publications are focused on the work of Paul Tillich, and upon issues in contemporary hermeneutics, liberation theology and contemporary Central America. (Presbyterian)

J. WENTZEL VAN HUYSSTEEN. James Iley McCord Professor of Theology and Science. M.A. University of Stellenbosch; D.Th. Free University of Am-

sterdam, The Netherlands. His special interest is in the relationship between theology and science. (Dutch Reformed)

DAVID WILLIS-WATKINS. Charles Hodge Professor of Systematic Theology. B.D. Princeton Theological Seminary; Th.D. Harvard University Divinity School. His specialties are Calvin studies, Reformed theology and spirituality, and ecclesiology. (Presbyterian)

# Practical Theology

PROFESSORS: C.L. Bartow, D.E. Capps (Chair), †J.E. Loder, T.G. Long, C.H. Massa
ASSOCIATE PROFESSORS: W. Brower, A.R. Evans, G.R. Jacks, G.W. Hanson, R.R. Osmer, J.W. Stewart
ASSISTANT PROFESSORS: C.L. Hess, ‡J.F. Kay
LECTURERS: J.R. Nichols, D.A. Weadon
VISITING LECTURERS: L. Bregman, W. Chapman, S. Dunlap, R.L. Flaugher, G.A. Forehand, E. Hess, W.H. Jacobsen, I.S. Lee, G.L. Marco, Gardner C. Taylor, Gloria C. Taylor, R.J. Williams, C. Ziel
CLINICAL SUPERVISOR: J. deVelder

## CHRISTIAN EDUCATION

### *Basic M.Div. and M.A. Classes*

ED100 INTRODUCTORY STUDY PROGRAM IN CHRISTIAN EDUCATION
An introduction to theory and practice through a guided and prescribed independent study program. One credit.
*First Semester, 1992-93* Mr. Osmer
*Second Semester, 1992-93* Ms. Hess

ED101 INTRODUCTION TO CHRISTIAN EDUCATION
Christian education as an aspect of the whole ministry of the congregation and its leaders. Major attention given to Christian education theory where biblical, theological, philosophical, and social scientific insights are integrated to guide educational judgments and practice. Each student works out a personal theory. Designed as a basic elective in Christian education for M.Div. candidates; required of candidates for religious education degrees. Three credits.
*First Semester, 1992-93* Mr. Osmer
*First Semester, 1993-94*

† On leave second semester 1992-93. ‡ On leave both semesters 1992-93.

CHUCK ROBISON

*James E. Loder*

ED105 THE EDUCATIONAL MINISTRY

Foundations, theories, and practice of Christian education as an aspect of ministry within and beyond the parish setting. Emphasis on the correlation of biblical, theological, and philosophical foundations with the human sciences in formulation of theory and guidance of practice. Major theoretical positions in the field are reviewed and examined, alternatives developed, and contemporary issues (e.g., confirmation, role of worship, religion in the public schools) explored. Designed as a basic elective in Christian education for M.Div. candidates. Three credits.

*Second Semester, 1992-93* Ms. Hess
*Second Semester, 1993-94* Mr. Loder

## *Foundations of Education*

ED215 EDUCATIONAL PSYCHOLOGY

The psychological dimensions of Christian education. Several theoretical models in the behavioral sciences are employed to investigate those aspects of personality which are most significant for the educator. Studies of motivation and learning in human development lead into (a) analyses of heredity, environment, sensation, attention and interest, perception, memory, cognition, thought, imagination, intelligence, creativity, life style, and individual differences, and into (b) theological interpretations of psychological influences upon the education of the individual. Three credits.

*First Semester, 1993-94* Mr. Loder

ED216 DEVELOPMENTAL PSYCHOLOGY
The psychological interpretation of human development in our culture; the needs and varieties of experience of the child, youth, and adult, with an emphasis upon moral and religious development through the life span; implications of this study for the minister or Christian educator in understanding the persons with whom he or she works. Three credits.
*First Semester, 1992-93* Mr. Loder

ED220 SOCIOCULTURAL FOUNDATIONS OF CHRISTIAN EDUCATION
A study of social and cultural structures and dynamics involved in and affecting the church's educational ministry. Particular attention will be given to understanding the congregation, from sociological, anthropological, and theological perspectives, as a context for Christian formation. Attention also will be given to the family and to American social and political institutions as educational forces and as concerns for Christian education. Three credits.
*First Semester, 1992-93* Mr. Osmer

ED222 EDUCATIONAL MINISTRY IN THE BLACK COMMUNITY
Identification and analysis of the social and cultural factors influencing the black experience, and an examination of their implications for educational ministry in the black churches. Evaluation of resource materials as well as societal realities and community exploration in light of their relevance for this ministry. Three credits.
*First Semester, 1992-93* Ms. G. Taylor

ED270 THE HOLY SPIRIT AND CHRISTIAN EDUCATION
An exploration of a pattern for Christian education based on a trinitarian theology of the Holy Spirit. Evaluation of how Christian education theory has understood the role of the Holy Spirit in the educational process. Implications for spiritual formation and Christian education in the church. Three credits.
*Second Semester, 1992-93* Ms. Hess

## *Functions and Levels of Christian Education*

ED334 ACTIVITIES OF TEACHING
A study of teaching as an act of ministry from theological, ethical, educational, social, and political perspectives. Exploration of models of teaching and of the activities of teaching will focus on the ways teachers plan, organize, relate to learners, maintain the learning environment and experience consonant with the working of the Holy Spirit, work cooperatively with other teachers, and continue to grow as learners themselves. Three credits.
*1993-94* Mr. Osmer

ED340 TEACHING THE BIBLE IN SMALL GROUPS
An introduction to Bible study in small groups. Experience in using teaching approaches appropriate to this setting. Fundamental questions of biblical hermeneutics

and group dynamics explored in the context of students' participation in small groups which meet in conjunction with the class. Limited to twenty students (two sections of ten students each). Three credits.
*1993-94* Mr. Osmer

ED341 TEACHING THE BIBLE TO ADULTS
A consideration of the role of Bible study in Christian growth and transformation. Examination of the nature of Bible study, the hermeneutical circle, teaching-learning process, recent experiments in method, and Bible study curriculum. Students will have an opportunity to test current Bible study curricula and engage in practice teaching. Three credits.
*First Semester, 1992-93* Ms. Hess

ED352 THE CHRISTIAN EDUCATION OF YOUTH
A study of the adolescent years, the youth culture, and the church's ministry with youth. Exploration of philosophy, objectives, curriculum, and leadership. Special attention to evaluation of current means of nurture within the church and witness in the world, and to a survey of new trends developing interdenominationally. Three credits.
*1993-94* Christian Education Staff

ED354 CHRISTIAN EDUCATION AND THE FAMILY
The family in today's context; consideration of specific issues impinging on family life (e.g., matters pertaining to childhood, changing roles and family patterns, the process of aging and extension of life-expectancy, family trauma and crises, so-called "family-centered" values). Reflection on the relationship between the church and family life, specifically with regard to the educational ministry of the church. Three credits.
*Second Semester, 1993-94* Ms. Hess

ED370 CONFIRMATION EDUCATION
Examination of liturgical-educational practices of confirmation. Alternatives to present practices of confirmation will be explored in church history, especially the catechumenate of the early church and catechetical instruction during the Reformation period. Students will investigate the theory and practice of confirmation in their own tradition and project a program for their future congregations. Three credits.
*Second Semester, 1992-93* Mr. Osmer

## *Program in Social and Educational Research, Measurement, and Evaluation*

This program, which draws upon the facilities of Princeton Theological Seminary and the Educational Testing Service of Princeton, New Jersey, is designed to prepare Christian educators and others to use established methods of research and measurement in the solution of problems in Christian education and social research in religion. It is flexible enough to meet the needs of

those who desire a general acquaintance with the methods of research and evaluation sufficient to read and understand relevant research literature and of those who wish to conduct research and evaluation studies and to build the instruments to be used in such studies. In addition to the other catalogued courses in Christian education, theology and personality, and Christianity and society, the following offerings are available for qualified applicants.

ED471 INTERPRETING SOCIAL AND EDUCATIONAL RESEARCH

An introduction to the place of statistical and logical concepts in the solution of problems in Christian education and social research in religion. The emphasis is on understanding and evaluating the research of others rather than on skills in original research. Basic concepts include sampling, statistical significance, survey methods, and problem analysis. Three credits.

*First Semester, 1992-93* Mr. Forehand

ED472 DESIGNING SOCIAL AND EDUCATIONAL RESEARCH

Methods of collecting, organizing, and interpreting evidence relevant to the solution of educational problems and problems in social research in religion. Principles of measurement and techniques of evaluation, including methods of test development and methods of developing other evaluative instruments, analyzing educational and religious objectives, preparing a test or research plan, writing and editing test items, and analysis of research data. The emphasis is on the development of skill in applying techniques to problems in Christian education and social research in religion. Offered if enrollment warrants. Prerequisite: course ED471 or its equivalent. Three credits.

*Second Semester, 1992-93* Mr. Flaugher

ED473 SOCIAL AND EDUCATIONAL STATISTICS

A more advanced course in social and educational statistics, building on the statistics dealt with in prerequisite course ED471. May be taken concurrently with ED472 as a tutorial or tool subject. Offered if enrollment warrants. Registration by special arrangement with the instructor. Three credits.

*Second Semester, 1992-93* Mr. Marco

ED474 INTERNSHIP IN SOCIAL AND EDUCATIONAL RESEARCH, MEASUREMENT, AND EVALUATION

Available to one or two selected students each year. The applicant must have completed the courses indicated above and must present evidence of being prepared to profit from experience at the Educational Testing Service. A specific project, a plan of study, or arrangements to participate in some ongoing project at the Educational Testing Service ordinarily constitutes such evidence. It is expected that each applicant will have an opportunity to discuss the plan with one or more members of the Educational Testing Service staff prior to its formal presentation. At the time of acceptance, the intern is assigned to an Educational Testing Service staff member who serves as adviser during the period of internship. The adviser is available for consultation, but the intern is expected to take the initiative in planning and pursuing the studies, calling on the adviser for assistance in drawing upon the resources

available at the institution in relation to specific problems as they arise. Ordinarily, an internship involves full-time work and study at the Educational Testing Service for a period of six weeks during the summer or an equivalent amount of time over a semester. Persons interested in academic credit for the internship should consult with Mr. Osmer and must declare such intention to the Registrar in advance. Three credits.

*By special arrangement* E.T.S. Staff

### *Advanced Class*

ED583 TRAINING IN CHRISTIANITY: THE RELEVANCE OF KIERKEGAARD

An advanced seminar in philosophy of education. Critical study of the biography and major dialectical works of Kierkegaard. Implications drawn for a theology of education. Permission of instructor required. Three credits.

*First Semester, 1993-94* Mr. Loder

## CHURCH MUSIC

### *Multi-Program Classes*

MU100 INTRODUCTORY STUDY PROGRAM IN CHURCH MUSIC

Designed to introduce the student to some of the books and periodicals on church music; to foster a better understanding of the construction and history of hymn texts and to give an opportunity for writing an original text; and to examine some philosophies of church music and encourage the development of one's own philosophy. One credit.

*Second Semester, 1992-93* Mr. Weadon

*Second Semester, 1993-94*

MU112 CHAPEL CHOIR

A study of choral and liturgical music of the church, vocal production, and general musicianship. Regular singing in worship of the seminary community and special musical programs. Open upon vocal placement with instructor. One credit each semester.

*Both Semesters, 1992-93* Mr. Weadon

MU205 CHURCH MUSIC

The effect of ecumenism on music and worship; creative use of the Psalms, musical settings for communion, new hymns, and the use of hymnals and supplements. An exploration of contemporary journals and historical resources. The minister's role in fostering congregational involvement in church music. One credit.

*First Semester, 1992-93* Mr. Weadon

# GENERAL MINISTRIES

## *Church Administration*

GM301 INTRODUCTION TO ADMINISTRATIVE MINISTRY

The theology and practice of administration in the church: the church as an organization and the nature of organizations; the leader's faith and caring, authority and style; the processes of communication, decision-making, and planning; change and conflict; personnel practices, delegation, supervision, appraisal; meetings and small groups. Readings, lectures, cases, projects, and exercises. Three credits.

*First Semester, 1992-93* Mr. Hanson

GM344 STYLES OF PASTORAL LEADERSHIP

Designed to equip participants to devise and utilize their own competent professional model of pastoral administrative leadership, responsible to theological and behavioral factors. Traditional theories of organization and leadership are presented and criticized. The church as a voluntary organization with internal and external concerns, and ministry as leadership within that context. Course designed for ThMs and M. Div. seniors; others with the permission of the instructor. Three credits.

*By special arrangement* Mr. Hanson

GM346 PLANNING FOR CHANGE

A preliminary examination of administrative ministry in planning situations. Emphasis placed on planning for organizational change. Behavioral and theological analysis of perceptions of change and continuity and of planning strategies. Course designed for ThMs and M.Div. seniors; others with the permission of the instructor. Three credits.

*By special arrangement* Mr. Hanson

GM347 CONFLICT DYNAMICS IN PASTORAL MINISTRY

An examination of the ways and areas in which conflict arises in pastoral ministry. Theories of conflict and models of its utilization or resolution will be presented and criticized with a view to the student's developing a facility in constructing professionally competent and personally viable models for conflict confrontation. Lectures, role-playing, and case studies are used as teaching-learning techniques. Course designed for ThMs and M.Div. seniors; others with the permission of the instructor. Three credits.

*By special arrangement* Mr. Hanson

GM348 MODELS OF DECISION-MAKING

An examination of the confrontation of optionality and chance in pastoral ministry. Techniques of decision-making in problem solving and planning will be presented and criticized with a view to the student's developing a facility in constructing professionally competent and personally viable models for ministerial use. Lectures, role-playing, and case studies are used as teaching-learning techniques. Course designed

for ThMs and M.Div. seniors; others with the permission of the instructor. Three credits.
*By special arrangement* Mr. Hanson

GM355 THE CONGREGATION AS A COMPLEX ORGANIZATION
An examination of the options available, from theological and behavioral perspectives, for the analysis of the structure and dynamics of church organizations. Attention given to remedial leadership suggested by various options. Max Weber, Avery Dulles, Thomas O'Meara, Bruce Reed, classical organization theory, social-exchange systems theory, structural-function systems theory, etc. Course designed for ThMs and M.Div. seniors; others with the permission of the instructor. Three credits.
*By special arrangement* Mr. Hanson

## *Congregational Studies*

GM410 INTRODUCTION TO CONGREGATIONAL STUDIES
An introduction to various empirical research methods for study and analysis of congregations. Theological reflection upon value and limitations of these methods, and exploration of the potential use of these methods by pastors, educators, congregational leaders, and planning teams in congregations. Actual study of congregations by students. Three credits.
*Second Semester, 1992-93* Mr. E. Hess

## *Ministry and Evangelism*

GM410 MOBILIZING CONGREGATIONS FOR MINISTRY AND EVANGELISM
An exploration of the theology and practice of Christian witness and faith formation through congregational life. Particular attention given to examining current American models of congregation-based evangelism, the role of leadership, and the equipping of laity. Case studies of "alive" congregations will be examined and guest pastors and church leaders will disucss their expertise in congregational witness. Three credits.
*First Semester, 1992-93* Mr. Stewart

GM415 EVANGELISM IN THE AMERICAN REFORMED TRADITION
This seminar focuses on seminal texts about faith formation which have impacted the American ecclesial tradition. Included for sustained reflection and analysis will be works by Jonathan Edwards, Horace Bushnell, Charles Hodge, William James, H.R. Niebuhr, C.S. Lewis, K. Barth, and N. Wolterstorff. Limited to fifteen students. Three credits.
*First Semester, 1992-93* Mr. Stewart

GM420 SHAPING THE CONGREGATION'S WITNESS: ENCOUNTER WITH CULTURE
An exploration of the dialectic between the congregation's understanding of the Gospel and the cultural *mentalities* in which American congregations participate. The

course is both descriptive and prescriptive. In particular, it will demonstrate a *method* by which pastors can help shape the congregations' response to competitive and conflicting cultural environments. Three credits.

*Second Semester, 1992-93* Mr. Stewart

GM440 EQUIPPING LAITY FOR MINISTRY AND WITNESS

This seminar seeks to explore a new paradigm for pastoral leadership in local mainline congregations. Topics include: a reappraisal of biblical models of leadership; an historical analysis of the concept of priesthood; theological examination of the grace – gifts of the Holy Spirit and their implications for ministry; and case studies of congregations which intentionally empower and deploy members for witness and ministry. Limited to twenty students. Three credits.

*Second Semester, 1992-93* Mr. Stewart

## *Field Education*

The following courses, while required of candidates in the M.Div. and M.A. programs, do not fulfill distribution requirements in the Department of Practical Theology.

Each student's program must contain at least one field education unit set in a local church.

GM101 FIELD EDUCATION UNIT I

Supervised ministry in a local church. Full time work for a period of ten to twelve weeks. Opportunities for reflection and evaluation. Written requirements: action/reflection paper and completed appraisal form. This course or GM102 should be completed during the summer after the junior year. In special instances, students, who petition the Field Education Office no later than February 1 of their junior year, may be granted permission to complete this unit during the summer after the middler year or during their senior year (10-12 hours per week). Two credits.

*Summer, 1993* Ms. Evans and Staff

*Summer, 1994*

GM102 FIELD EDUCATION UNIT I

Supervised ministry in a specialized ministry setting. Full time work for a period of ten to twelve weeks. Opportunities for reflection and evaluation. Written requirements: action/reflection paper and completed appraisal form. This course or GM101 should be completed during the summer after the junior year. In special instances, students, who petition the Field Education Office no later than February 1 of their junior year, may be granted permission to complete this unit during the summer after the middler year or during their senior year (10-12 hours per week). Two credits.

*Summer, 1993* Ms. Evans and Staff

*Summer, 1994*

MICHAEL BONGART

*Abigail Rian Evans*

GM103 FIELD EDUCATION UNIT II
Supervised ministry in a local church setting. Twelve hours (including a minimum of eight hours on site) of preparation and work each week, for a total of thirty weeks over two semesters. Written appraisal form required each semester. Required of middler students who do not take GM104, GM105 or GM106. Three credits at the conclusion of the spring term.
*Full year, 1993-94* Ms. Evans and Staff

GM104 FIELD EDUCATION UNIT II
Supervised ministry in a specialized ministry setting. Twelve hours (including a minimum of eight hours on site) of preparation and work each week, for a total of thirty weeks over two semesters. Written appraisal form required each semester. Required of middler students who do not take GM103, GM105 or GM106. Three credits at the conclusion of the spring term.
*Full year, 1993-94* Ms. Evans and Staff

GM105 FIELD EDUCATION UNIT II
Nine month internship in approved local church setting. Students will engage in a broad spectrum of ministry with considerable time to explore areas of particular interest. Taken during the academic year immediately preceding the student's final two semesters. Required of students who do not take GM103, GM104, or GM106. Requirements include attendance at a mid-year conference at PTS. May not be taken concurrently with any other course in the curriculum. Three credits at the conclusion of the internship.
*Full year, 1993-94* Ms. Evans and Staff

GM106 FIELD EDUCATION UNIT II
Nine month internship in approved specialized ministry setting. Students will engage in a broad spectrum of ministry with considerable time to explore areas of par-

ticular interest. Taken during the academic year immediately preceding the student's final two semesters. Required of students who do not take GM103, GM104, or GM105. Requirements include attendance at a mid-year conference at PTS. May not be taken concurrently with any other course in the curriculum. Three credits at the conclusion of the internship.

*Full year, 1993-94* Ms. Evans and Staff

GM111 MA FIELD EDUCATION UNIT I

Supervised educational ministry in a local church. Full time work for a period of ten to twelve weeks. Opportunities for reflection and evaluation. Written requirements: action/reflection paper and completed appraisal form. This course is normally completed during the summer after the junior year. Two credits.

*Summer, 1993* Ms. Evans and Staff

*Summer, 1994*

GM113 MA FIELD EDUCATION UNIT II

Supervised ministry in an area appropriate to the student's particular purposes and involving the student in planning, supervision, and leader development. Twelve hours (including a minimum of eight hours on site) of preparation and work each week, for a total of thirty weeks over two semesters. Written appraisal form required each semester. Normally taken during the senior year. Three credits at the conclusion of the spring term.

*Full year, 1993-94* Ms. Evans and Staff

## *General Requirements*

The following courses, which may be required of some candidates in the M.Div. and M.A. programs, do not fulfill distribution requirements in the Department of Practical Theology.

GM100 ONE MINISTRY, MANY FORMS

This course seeks to assist the student to clarify call/vocation, to encourage spiritual formation and personal Christian growth, to provide a broader vision of the church's ministry, to provide an understanding of various communities and their needs; to provide a basis for integrating classroom and practical experience. Students will meet over two semesters in plenary and small group sessions, as well as visit sites in order to observe a sampling of the various kinds of ministry. Required of all M.Div. and M.A. juniors. Three credits at the conclusion of the spring semester.

*Full year, 1992-93* Ms. Evans, Messrs. Capps and Fenn

*Full year, 1993-94*

GM201 PRESBYTERIAN CHURCH POLITY

An introduction to the theology and practice of Presbyterian polity. Lectures, class discussions, and small group work will focus on and amplify the contents of the *Book of Order*, for the purpose of helping students to apply the principles of Presbyterian

polity with pastoral sensitivity. Required of all Presbyterian M.Div. and M.A. candidates. One credit.
*Second Semester, 1992-93* Mr. Chapman
*Second Semester, 1993-94*

GM202 METHODIST CHURCH POLITY
One credit.
*First Semester, 1992-93* Mr. Williams

GM205 BAPTIST CHURCH POLITY
One credit.
*Second Semester, 1992-93* Mr. Neely

GM206 UNITED CHURCH OF CHRIST POLITY
One credit.
*Second Semester, 1992-93* Staff

## PREACHING AND WORSHIP

### *Introductory Level Classes*

PR201,-202 INTRODUCTION TO PREACHING
A basic course in the fundamentals of preaching and the development of the sermon. Lectures, discussion, and workshops will comprise the weekly sessions. Required of M.Div. candidates in the middle year. Prerequisite: course SP102. Two credits each semester.
*Full Year, 1992-93* Departmental Staff
*Full Year, 1993-94*

### *Multi-Program Classes*

PR210 CREATIVE SERMON DESIGN
Discovery of the resources for creating sermon structures found in biblical texts, situations, and the students' own imaginations. A variety of sermon structures and models will be explored through readings and classroom preaching. Limited to twenty students; preference given to those closest to graduation. Prerequisite: Course PR201. Three credits.
*First Semester, 1992-93* Ms. Ziel

PR229 PREACHING MODELS AND METHODS
Examination of some of the more notable preachers of the last part of the nineteenth century, and evaluation of their homiletical methods in light of their personalities and historical settings. Students will be required to prepare and to preach a sermon and to compare their preaching methods with those of the preachers studied. Limited to twenty students; preference given to those closest to graduation. Prerequisite: introductory course in preaching. Three credits.
*First Semester, 1992-93* Mr. G. Taylor

PR233 CONTEMPORARY APPROACHES TO PREACHING

This course will examine some of the more notable preachers of the 20th century and will evaluate their homiletical methods in the light of their personalities and their cultural settings. Students will be required to prepare and preach a sermon and to compare their preaching methods with those of the preachers studied. Limited to twenty students; preference given to those closest to graduation. Prerequisite: introductory course in preaching. Three credits.

*Second Semester, 1992-93* Mr. Taylor

PR255 PASTORAL PREACHING

Exploration of preaching in context of the pastoral dimensions of ministry, with emphasis on the role of preaching in pastoral care; dealing with human problems and life situations in sermons; and understanding emotional processes in listeners as they influence communication. Student sermons will be presented. Prerequisite: course PR202. Three credits.

*First Semester, 1992-93* Mr. Nichols

PR280 PREACHING THROUGH THE CHURCH YEAR

The role of preaching in the theological education of congregations, traced by following the major seasons of the church year: Advent, Christmas, Epiphany, Lent, Easter, and Pentecost. Exploration of conflict and continuity between church and secular calendars, where tension yields theological insights into pastoral and social issues. Limited to twenty students; preference given to those closest to graduation. Prerequisite: introductory course in preaching. Three credits.

*First Semester, 1992-93* Mr. Jacobsen

PR285 PREACHING ON SPECIAL OCCASIONS OF WORSHIP

Exploration of preaching in the context of special occasions of worship. Students will prepare, present and discuss sermons for occasions such as funerals, weddings, baptisms and Holy Communion. Limited to twenty students; preference given to those closest to graduation. Prerequisite: introductory course in preaching. Three credits.

*Second Semester, 1992-93* Ms. Ziel

PR301 PREACHING FROM THE OLD TESTAMENT

Implications for preaching will be drawn from an investigation of major literary genres found in the Old Testament, such as narratives, psalms, proverbs, law, and apocalyptic literature. Attention to the relationship between form and content in the movement from the biblical text to the sermon, and from the sermon to the congregation. Limited to twenty students; preference given to those closest to graduation. Prerequisite: introductory course in preaching. Three credits.

*Second Semester, 1992-93* Mr. Jacobsen

PR325 PREACHING THE PARABLES OF JESUS

A survey of recent parable interpretation, an exploration of the variety of preaching styles appropriate to the parables, and exegetical-homiletical studies of representative parables. Opportunity will be given for the writing of sermons based upon parables. Same as course NT325. Limited to twenty students; preference given to those closest

to graduation. Prerequisites: introductory course in preaching and course NT101. Three credits.
*First Semester, 1992-93* Messrs. Long and Kraftchick

PR357 NARRATIVE PREACHING
The preparation and delivery of "narrative" sermons, with attention to forms (e.g., first-person stories, slice-of-life illustrations, sermon monologues), theory (e.g., Long, Lowry, Mitchell), and writing style for oral presentation. Same as course SP357. Prerequisite: course PR202. Limited to twenty students; preference given to those closest to graduation. Three credits.
*First Semester, 1993-94* Messrs. Kay and Jacks

### *Worship*

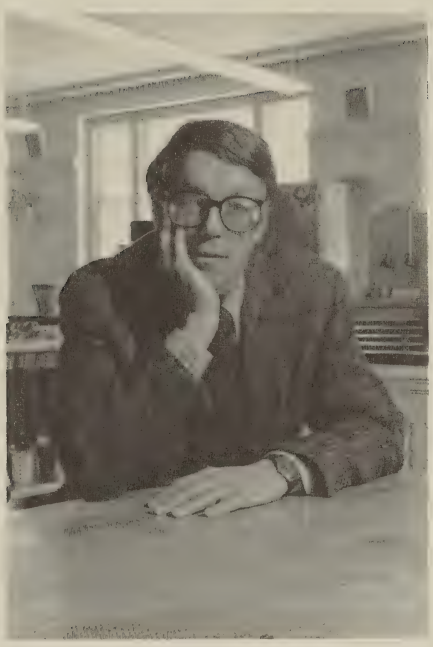
PR470 WORSHIP IN THE REFORMED TRADITION
A study of the history, theology, and practice of Christian worship, with particular attention to the Reformed tradition. The course will include studies of the Christian year, elements and orders of worship, the sacraments, funerals, weddings, and other occasional services. Three credits.
*Second Semester, 1992-93* Mr. Long and Ms. McKee

## PASTORAL THEOLOGY

### *Pastoral Care and Counseling*

PT201 PASTORAL CARE AND COUNSELING
An introduction to the ministry of pastoral care and counseling, with emphasis on the helping relationship, the theological understanding of pastoral care, the pastoral use of psychotherapeutic theories and strategies for change, and the various forms of pastoral care and counseling (supportive, crisis, bereavement, premarital, couple, marriage, and family). Each student prepares reports on his or her own pastoral visitations, counseling, or contacts made in field experience. These reports are discussed analytically in small groups for the purpose of improved professional self-understanding and methods of helping. Enrollment limited to students who are participating in some form of pastoral work such as field education churches, hospitals, and prisons. Three credits.
*First Semester, 1992-93* Mr. Capps
*Second Semester, 1992-93*

PT205 THE CHURCH AS A HEALTH INSTITUTION AND A HEALING COMMUNITY: THEOLOGICAL PERSPECTIVES, ETHICAL ISSUES, AND PRACTICAL PROBLEMS
Analysis of the concepts of health, sickness, healing, and healers within a biblical and theological framework; examination of biblical passages as well as the church's historical involvement in health and healing ministry. Special attention to collabo-



CHUCK ROBISON

*Donald E. Capps*

rative models of health care between medicine, nursing, and religion; hospital and church; lay and professional; the role of the pastor as a member of the health care team. The role of the church in dealing with the ethical issues confronting the health care system and in developing an effective ministry of health and healing. Several models of church-based programs will be presented. Enrollment limited to twenty students. Three credits.

*Second Semester, 1992-93* Ms. Evans

PT218 MARRIAGE AND FAMILY COUNSELING IN THE ASIAN AMERICAN CONTEXT

Caring ministry to troubled family members living in a dual-language, multi-cultural, multi-generational setting. Examination of theoretical and practical issues based on family systems and family dynamics perspectives. Pastoral counseling concerns in such issues as parents and children in conflict, couples with differing world-views, domestic violence, and the special problems attending illness, aging, and death in a transcultural setting. Three credits.

*First Semester, 1992-93* Ms. I.S. Lee

PT239 DEATH AND DYING

Examination of psychological, spiritual, and ethical perspectives on the process of dying, and some major issues involved in care for the dying; moral dilemmas raised by today's medical technology; the significance of death in Christianity, with a focus on biblical resources, twentieth-century theology, and pastoral care. How death as a

physical and spiritual reality has been linked to other features of Christian faith. Where pastoral care-givers can find resources from Christian tradition to deepen their perspectives on dying as human situation; and major critiques of this tradition. Three credits.

*Second Semester, 1992-93* Ms. Bregman

## *Clinical Pastoral Education*

PT310 CLINICAL PASTORAL EDUCATION, ONE SEMESTER

Supervised clinical pastoral education on a part-time basis during the first or second semester under the guidance of chaplain-supervisors approved by the Association of Clinical Pastoral Education. Designed for students who wish to pursue clinical pastoral education but who are unable to register for a full year. Students will receive three academic credits and credit for one-half unit with the Association for spending sixteen hours a week in the clinical setting. Time to be arranged with the supervisor in consultation with participating students. Arrangements for an interview with the supervising chaplain should be made through the field education office. This course cannot be used to meet the field education requirements. Three credits.

*Either Semester, 1992-93* Chaplain Supervisors

*Either Semester, 1993-94*

PT321,-322 PART-TIME CLINICAL PASTORAL EDUCATION

Supervised clinical pastoral education on a part-time basis during the academic year under the guidance of chaplain-supervisors approved by the Association for Clinical Pastoral Education. Designed for students who wish to pursue clinical pastoral education but who are not free during the summer. Students will receive six total academic credits and credit for one unit with the Association for spending sixteen hours a week in the clinical setting over both semesters; concurrent enrollment in one course per semester facilitating integration of clinical with theoretical concerns is required. Time to be arranged with the supervisor in consultation with participating students. Arrangements for an interview with the supervising chaplain should be made through the field education office. In addition to the Seminary's regular tuition charges, a special fee is paid by the participant to the clinical center in which the work is conducted. Limited to Th.M. candidates, seniors, and middlers. Six credits, awarded only at the end of the second semester.

*Both Semesters, 1992-93* Chaplain Supervisors

*Both Semesters, 1993-94*

PT347 SUMMER CLINICAL PASTORAL EDUCATION

Supervised clinical pastoral courses in various types of hospitals and other health and welfare institutions, under the guidance of chaplain-supervisors approved by the Association for Clinical Pastoral Education. Arrangements are made through the field education office. Academic credit is allowed only where the student applies to the Registrar before the course is begun. Open to all students; may not be applied toward the Th.M. requirements in the field of pastoral theology. Six credits.

*Summer, 1992* Staff and Supervisors

*Summer, 1993*

## *Theology and Personality*

PT425 DEPRESSION: PASTORAL AND THEOLOGICAL ISSUES

Consideration of the phenomenon of depression from historical, cross-cultural, psychological, and theological perspectives. Students will explore pastoral care resources from Scripture, tradition, and the human sciences. Attention will be given to theological issues of hope in the depressed person, in the caregiver, and participation in the community of hope. Other topics include women and depression, the depressed pastor, and the depressed congregation. Prerequisite: course PT201 or its equivalent. Enrollment limited to twelve students. Three credits.

*Second Semester, 1992-93* Ms. Dunlap

PT458 RELIGIOUS AUTOBIOGRAPHY

This course brings psychological and literary perspectives to bear on religious autobiography. Particular attention given to psychological and literary interpretations of Augustine's *Confessions*. Central issues include: the value and limits of autobiography as a method of self-discovery; the techniques and strategies used by autobiographers in the construction of a self; the role of empathy in the reconstruction of earlier life experiences, especially those of childhood, and the reader's response to the autobiographical reflections of another. Readings in selected recent autobiographies and the psychological writings of Alice Miller on the recovery of our true self. Students should be prepared to engage in their own autobiographical reflections in conjunction with the course. Three credits.

*Second Semester, 1993-94* Mr. Capps

PT461 LIFE CYCLE THEORY AND CHRISTIAN SELFHOOD

Focus on contemporary theories of the life cycle, with particular attention to their moral and religious implications, especially for understandings of the Christian self. Emphasis given to adulthood, and to differences, both morally and spiritually, in the ways men and women experience adult life stages. Biblical understandings of the cycle of life, and biblical stories involving age-related crises, will be identified and explored. Readings in Erik and Joan Erikson, Daniel Levinson, Sharon Kaufman, Kim Chernin, and others. Students will participate in age-related discussion groups. Three credits.

*First Semester, 1993-94* Mr. Capps

PT462 PERSONAL SIN AND SOCIAL EVIL

Psychological, sociological and theological views of sin and evil. Attention to sin as a personal matter and evil as a social phenomenon, and the interrelationship of the two. Particular emphasis on the sources, meanings and consequences of sin and evil and on remedial possibilities. Focus on such themes as guilt and shame, trespasses and debts, forgiveness and pardon, restitution and reparation. Same as course CS362. Three credits.

*Second Semester, 1993-94* Messrs. Capps and Fenn

## SPEECH AND COMMUNICATION

### *Introductory Level Classes*

SP101 SPEECH COMMUNICATION IN MINISTRY I

Weekly workshops on speech communication in the context of ministry. Study of the principles involved in the perception and expression of denotative and connotative meaning. Development of skill in the control of vocal and physical gesture and in evaluating one's own work and the work of others. In addition to weekly workshops, the scheduled plenary lecture-demonstration hours will meet as announced. Some sections of this class are available to persons for whom English is not the first language. One credit.

*First Semester, 1992-93* Speech Staff
*First Semester, 1993-94*

SP102 SPEECH COMMUNICATION IN MINISTRY II

Weekly workshops offering practical exploration of basic interpretative dynamics in speaking scriptural and other texts, and in presenting one's own creative work. Continuing attention to developing skill in the control of vocal and physical gesture and in evaluating one's own work and the work of others. In addition to weekly workshops, the scheduled plenary lecture-demonstration hours will meet as announced. Some sections of this class are available to persons for whom English is not the first language. Prerequisite: course SP101. One credit.

*Second Semester, 1992-93* Speech Staff
*Second Semester, 1993-94*

### *Advanced Classes*

SP221 INTERPRETATIVE SPEECH

Development of interpretative techniques through the oral reading of poetry and prose selections from the Bible as well as from classic and contemporary literature. Prerequisite: course SP102. One credit.

*First Semester, 1992-93* Mr. Brower

SP222 ADVANCED INTERPRETATIVE SPEECH

Interpretative reading of representative poems by modern American and British writers, with emphasis on the works of Robert Frost. Optional work in oral reading of prose selections, including short stories. Prerequisites: courses SP102 and SP221. One credit.

*Second Semester, 1992-93* Mr. Brower

SP240 WRITING FOR THE EAR

A workshop offering intensive study of writing style as a means of improving sermon delivery. Students' written work will be evaluated in detail and assignments will be reworked in class. Two-hour sessions. Limited to twenty students. Prerequisite: course SP102. One credit.

*Second Semester, 1992-93* Mr. Jacks

SP357 NARRATIVE PREACHING

The preparation and delivery of "narrative" sermons, with attention to forms (e.g., first-person stories, slice-of-life illustrations, sermon monologues), theory (e.g., Long, Lowry, Mitchell), and writing style for oral presentation. Same as course PR357. Prerequisite: course PR202. Limited to twenty students; preference given to those closest to graduation. Three credits.

*First Semester, 1993-94* Messrs. Jacks and Kay

SP390 WORD AND ACT IN CHRISTIAN WORSHIP I

Exploration of the interpretative and situational dynamics of the spoken word in the design, composition and conduct of services of worship. Includes the reading of the scriptures and the preaching of sermons. Lecture-demonstration, workshops, videotaping and critique. Prerequisites: courses SP102, and PR202. Two credits.

*First Semester, 1992-93* Mr. Bartow

*First Semester, 1993-94*

SP391 WORD AND ACT IN CHRISTIAN WORSHIP II

Administration of the sacraments of baptism and communion, and leadership in the conduct of marriage and funeral services. Particular attention is given to non-verbal elements. Includes case analysis of pastoral situations and the preaching of sermons.

MICHAEL BONGART

*Charles Louis Bartow*

Lecture-demonstration, workshops, videotaping and critique. Prerequisites: courses SP102 and PR202. Two credits.
*Second Semester, 1992-93* Mr. Bartow
*Second Semester, 1993-94*

SP682 COMMUNICATION IN PREACHING AND WORSHIP
Comprehensive seminar in communication for ministry. Requires taking two individually selected one-hour advanced speech courses. Seminar period for advanced work and analysis papers. Limited to Th.M. candidates except by permission of the instructor. Three credits.
*Second Semester, 1992-93* Speech Staff
*Second Semester, 1993-94*

## Ph.D. SEMINARS

While subject to the same enrollment restrictions as doctoral seminars in the other academic departments of the Seminary (see p. 67), Ph.D. seminars in the Department of Practical Theology may be offered on an intra-departmental basis, unless otherwise stated in the course description.

PY901 PRACTICAL THEOLOGY IN HISTORICAL PERSPECTIVE
Designed to provide students with a historical perspective on the modern discussion of practical theology. Examination of the role of practical interests and concerns in theological reflection during the first centuries of the church's life. The influence of classical models of rhetoric, Aristotelian logic, and other non-theological sources upon the way that "the practical" was conceptualized during the medieval and Reformation periods. The gradual emergence of practical theology as a distinct theological discipline during the post-Reformation and modern periods will be traced in some detail. Three credits.
*1993-1994* Mr. Osmer

PY902 RESEARCH IN THEOLOGY AND HUMAN DEVELOPMENT
Advanced consideration of developmental psychology. Such major aspects of human development as morality, identity, language, and cognition are examined from interdisciplinary perspectives relevant to Christian education, preaching, and pastoral theology. Three credits.
*First Semester, 1992-93* Mr. Loder

PY905 HERMENEUTICS IN BIBLICAL STUDIES AND PRACTICAL THEOLOGY
After surveying classical and contemporary approaches to biblical hermeneutics, students will engage in interpretative investigations of representative biblical texts and themes. Attention will be given to the role of biblical hermeneutics in the educational, pastoral and preaching ministries of the Christian church. Same as course

OT905. Limited to Ph.D. students in the fields of practical theology and biblical studies. Three credits.
*First Semester, 1992-93* Messrs. Long and Miller

PY910 THE SPOKEN TEXT AND THE MAKING OF MEANING

Exploration of interpretative, aesthetic, theological, and ethical issues involved in the speaking and hearing of scriptural, homiletical, liturgical, and credal texts in various contexts of ministry (e.g., worship, education, and pastoral care). Study of prominent works in text performance theory, practice, criticism, and related literature by authors such as Wallace Bacon, Robert Beloof, Alla Bozarth-Campbell, Kenneth Burke, Don Geiger, Mary Frances HopKins, Suzanne Langer, Beverly Whitaker Long, Ronald Pelias, and Louise Rosenblatt. Three credits.
*First Semester, 1992-93* Mr. Bartow

PY911 THEOLOGY AND THE HUMAN SCIENCES

The theological implications of the human sciences as foundation for practical theology. Focus on themes of convergence between the scientific interpretation of human behavior and corresponding theological doctrines such as ego psychology and original sin, interpersonal openness and image of God, human language and God language, human freedom and Holy Spirit. Three credits.
*Second Semester, 1993-94* Mr. Loder

PY920 HISTORY AND THEORY OF CHRISTIAN EDUCATION

History of Christian education from New Testament times to the present; major theories of Christian education; the process of Christian education theory development. Three credits.
*Second Semester, 1992-93* Mr. Osmer

PY923 CURRICULUM THEORY

An exploration and critical evaluation of the philosophical assumptions of major approaches to educational curriculum in the twentieth century, including recent developments. Their relevance to and impact on Christian education curriculum. Three credits.
*First Semester, 1992-93* Ms. Hess

PY940 PASTORAL CARE AND COUNSELING

Focus on contemporary pastoral care and pastoral counseling literature. This material will be read and assessed for its theological context, its implicit or explicit use of psychology and other human sciences, the personal and social problems it addresses, and the practical resources it offers pastors and other religious professionals. Readings selected to reflect the field's increasing awareness of the diverse racial, ethnic, and cultural contexts in which pastoral care and counseling occurs, and of the importance of gender considerations for pastoral care and counseling. An area seminar in Pastoral Theology. Three credits.
*First Semester, 1992-93* Mr. Capps

PY942 ADVANCED SUPERVISED PASTORAL COUNSELING

Experience, under personal and group supervision, in individual, marriage and family counseling. Pertinent reading on theoretical issues in pastoral counseling and the supervisory process. Preregistration interview through Trinity Counseling Service required. Prerequisites: two quarters of clinical pastoral education or the equivalent. An area seminar in Pastoral Theology. Three credits each semester.

*Full Year, 1992-93* Supervisors

PY950 THEOLOGY AND THE PSYCHOTHERAPEUTIC SCHOOLS

Focus on modern psychotherapeutic schools, including psychoanalysis, analytical (Jungian) psychotherapy, client-centered therapy, family systems therapy, cognitive-behavioral therapy, brief therapy, etc. Assumptions regarding human nature, the locus of responsibility for dysfunction or complaint, and prospects and recommended initiatives for amelioration or change, are among the issues that will be discussed. The writings of advocates for the integration of theology and a given psychotherapeutic orientation will be read and evaluated, and students' own integrative work will be considered. An area seminar in pastoral theology. Three credits.

*Second Semester, 1993-94* Mr. Capps

PY951 PASTORAL THEOLOGY AND THE HUMAN SCIENCES

Focus on selected authors in the human sciences whose work has influenced contemporary pastoral theology or has the potential for doing so. Readings in such figures as Sigmund Freud, Erik Erikson, C.G. Jung, Heinz Kohut, D.W. Winnicott, Alice Miller, Victor Turner, Christopher Lasch, Robert Bellah, Erving Goffman, and Richard Sennett. Emphasis on methodological problems and strategies involved in using the human sciences to inform one's work as pastoral theologian. Students will be expected to acquire and demonstrate an in-depth knowledge of one of these figures via a major paper. An area seminar in pastoral theology. Three credits.

*Second Semester, 1992-93* Mr. Capps

PY958 PSYCHOLOGY OF RELIGION

Introduction to major figures and texts in modern psychology of religion, including James, Otto, Freud, and Jung. Special attention given to the psychology of religious experience, the formation of religion in the individual psyche, and to the narcissistic self. Classical literature supplemented by readings in such contemporary authors as Rizzuto, Winnicott, Erikson, Kohut, and others. An area seminar in pastoral theology. Three credits.

*First Semester, 1993-94* Mr. Capps

PY970 THEORIES OF PREACHING

A study of representative treatises on preaching beginning with Augustine's *De Doctrina Christiana* and continuing to the last quarter of the nineteenth century. The original influences of classical rhetoric on preaching theory will be examined, as will the historical reinterpretation of the necessary components which relate to the nature and purpose of preaching. Three credits.

*1993-1994* Mr. Massa

PY978 HOMILETICAL CRITICISM
An inquiry into homiletical criticism as a means of scholarly research and pedagogy related to but distinguished from rhetorical criticism. Particular attention to theological and methodological issues involved in the analysis and assessment of sermonic works. In addition to detailed examination of selected examples of critical scholarship in preaching, participants will produce critical studies of their own. Three credits.
*First Semester, 1993-94* Mr. Bartow

PY980 THEOLOGY AND COMMUNICATION
Advanced study of human communication dynamics in theological perspective. Theological values and claims will be interpreted in relation to behavior in communication environments. Communication in well-defined contexts (preaching, worship, education, administration, counseling) will be analyzed as pastoral intervention in reality-structuring experiences. The focus of the seminar is functional and dynamic, but not technological. Three credits.
*Second Semester, 1992-93* Mr. Nichols

## DEPARTMENTAL FACULTY

CHARLES LOUIS BARTOW. Carl and Helen Egner Professor of Speech. B.D. Princeton Theological Seminary; M.A. Michigan State University; Ph.D. New York University. His interests focus on the implications of theory, practice and criticism in the speech arts, particularly the performance of prose and poetry, for biblical interpretation, worship and preaching. (Presbyterian)

DONALD E. CAPPS. William Harte Felmeth Professor of Pastoral Theology. B.D., S.T.M. Yale Divinity School; M.A., Ph.D. University of Chicago; S.T.D.(Hon.). Special interests are in pastoral care and counseling, developmental theory, self psychology, psychology of religion, autobiography and psychobiography, and psychotherapeutic theory. (Lutheran)

ABIGAIL RIAN EVANS. Associate Professor of Practical Theology and Director of Field Education.

GEDDES WHITNEY HANSON. Associate Professor of Practical Theology, and Director of Continuing Education. S.T.B. Harvard University Divinity School; Ph.D. Princeton Theological Seminary. He has specialized in the study of religious groups as complex organizations and of ministry as leadership within them, with a particular interest in this study as it relates to racial-ethnic minority congregations. (Presbyterian)

CAROL LAKEY HESS. Assistant Professor of Christian Education. M.Div., Ph.D. Princeton Theological Seminary. Her concern to integrate theology and the social sciences includes exploration of: practical theology and the

church, human development and a theology of the Holy Spirit, and teaching in the context of diversity. (Presbyterian)

GEORGE ROBERT JACKS. Associate Professor of Speech and Communication. B.D. Princeton Theological Seminary; S.T.M. Christian Theological Seminary; Ph.D. Columbia University. In addition to courses in speech communication in ministry, he teaches in areas of dramatic arts, narrative preaching, and all forms of irenic communication. (Presbyterian)

JAMES FRANKLIN KAY. Assistant Professor of Homiletics. M.Div. Harvard Divinity School; M.Phil., Ph.D. Union Theological Seminary, New York. His research and teaching interests are in the theology and practice of preaching and worship and the homiletical import of the Bible's apocalyptic and narrative forms. (Presbyterian)

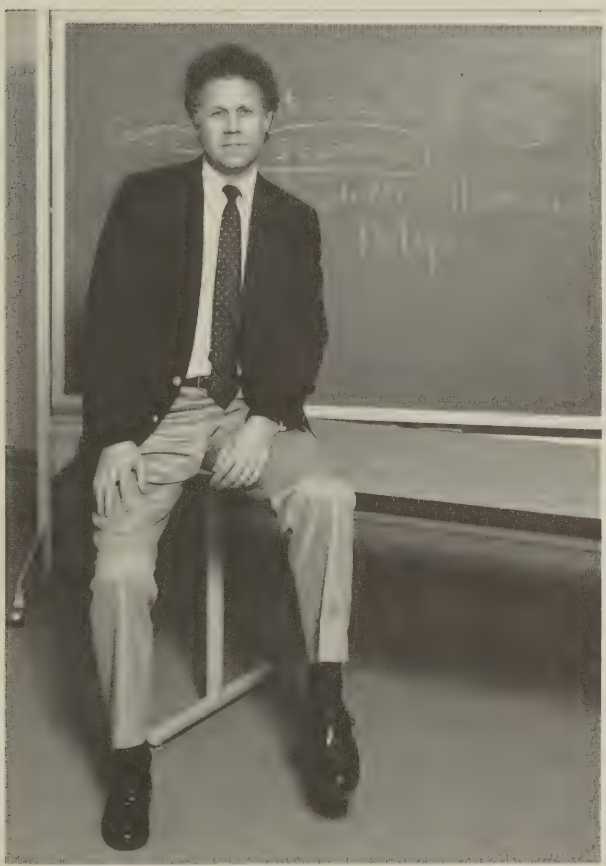
JAMES E. LODER. Mary D. Synnott Professor of the Philosophy of Christian Education. B.D. Princeton Theological Seminary; Th.M. Harvard Divinity School; Ph.D. Harvard University Graduate School of Arts and Sciences. He has specialized in the foundation disciplines for Christian education and practical theology, with a concentration in interdisciplinary studies combining theology and science, especially the human sciences and psychology. (Presbyterian)

THOMAS GRIER LONG. Francis Landey Patton Professor of Preaching and Worship. M.Div. Erskine Theological Seminary; Ph.D. Princeton Theological Seminary. His special interests are in the development of contemporary homiletical theory and in the role of literary-critical approaches to biblical preaching. (Presbyterian)

CONRAD HARRY MASSA. Charlotte W. Newcombe Professor of Practical Theology, Dean of Academic Affairs, and Acting Director of Ph.D. Studies. M.Div., Ph.D. Princeton Theological Seminary; H.D.(Hon.). He is a specialist in theology and communication as well as in the theology and history of preaching. (Presbyterian)

J. RANDALL NICHOLS. Director of the D.Min. Program, and Lecturer in Theology and Communication. B.D., Ph.D. Princeton Theological Seminary. His major focus is human communication dynamics and theory in theological perspective, with a particular interest in preaching. He is interested in the pastoral, psychological, and hermeneutical dimensions of preaching, and in mapping the various theological and behavioral aspects of preaching and communication. (Presbyterian)

RICHARD ROBERT OSMER. Thomas W. Synnott Associate Professor of Christian Education. M.Div. Yale Divinity School; Ph.D. Emory University. His teaching and research interests lie in historical and theological perspectives on the church's teaching ministry. He is also interested in constructive work in the area of practical theology. (Presbyterian)



*Richard Robert Osmer*

# Field Education ~

Field Education is an integral part of the theological curriculum. Its goals are fulfilled in cooperation with local churches, specialized ministries, and the various departments and disciplines of the whole Seminary community.

## GOALS AND OBJECTIVES

The goals of field education are to:

1. Experience and understand diverse forms of ministry.
2. Encourage spiritual growth and maturity.
3. Confirm and clarify the sense of God's Call.
4. Train skilled, knowledgeable and professionally competent ministers and educators.
5. Develop theological knowledge and insight within a professional context.
6. Facilitate understanding, interaction, and cooperation between the seminary, congregations, and community agencies.
7. Obtain and train supervisors.
8. Develop and test creative forms of ministry.

The Field Education program consists of both supervised ministries in local churches or specialized ministry placements, as well as participation in courses offered in various departments of the seminary. Students will be especially encouraged to take courses which provide the skills and knowledge needed in their field education placements.

M.Div. juniors may not register for field education placements, as course GM100, One Ministry, Many Forms, which is taken over the junior year, is prerequisite to all field education supervised ministry courses.

M.Div. and M.A. students are required to register for field education courses during each semester of participation, according to procedures that govern the selection of academic courses. A grade of P(pass) or F(fail) is recorded at the end of the course.

## PLACEMENT REQUIREMENTS

There are five credits of required field education experience divided into two segments: 2 credits in the summer, 3 credits throughout the second academic year. A year long *internship* for 3 credits may be used by M.Div. students in place of the middle academic year placement requirement but must be done after the completion of two years of theological education. Internships include student pastorates, assistantships, chaplaincies, and other types of ministry.

One placement must be in a local church and one related to the student's future vocation, which can be done in either a local church or specialized ministry setting. Whenever possible the local church responsibilities should include areas most germane to a student's future ministry. Ordinarily each unit should be done in a different setting and not in the student's home church.

The course descriptions for these requirements can be found on pp. 119-121 of this Catalogue.

The philosophy of field education placement selection is flexible but directed. It is not the sole choice of the student with the field education office adopting a *laissez-faire* attitude, nor completely mandated by PTS. The purpose of the placements is to achieve the overall goals and objectives of the field education program for each student.

Students enter seminary at different places in their understanding of God's call in their lives. Some have a clear and specific sense of their vocation, others may come with a renewed commitment to their Christian faith but searching for clarity about the form of their ministry. Furthermore, students may change vocational objectives during their Seminary years. We provide field education experiences which will take into account the various needs of students while at the same time providing an integrated and consistent program.

## PLACEMENT OPPORTUNITIES

All field education work is under the direction of certified supervisors who are ordained ministers and professional church educators with the necessary skills, experience, and sensitivity to provide the best possible educational opportunity for our students.

Placements are available in over 150 local churches comprised of 20 different denominations (though the vast majority are PCUSA), located in rural, suburban and inner city settings, and in 30 specialized ministries including prisons, health institutions, community service agencies, campus ministries

and ministry with persons with special needs. Clinical Pastoral education opportunities are also available for field education credit.

Placements are located in New York City, Philadelphia, Newark, Trenton, Princeton and environs and rural and suburban areas within commuting distance from the Seminary in New Jersey, Pennsylvania, and Delaware.

The Field Education Office is also committed to cross cultural, racial/ethnic, and international placements.

All students are required to have an initial interview with the field education professional staff before starting their placement process and all programs for M.Div. students must be planned with the approval of the Director of Field Education; and for M.A. students with the approval of the Assistant Director of the School of Christian Education.

# Opportunities for Specialized Study ~

## SPECIAL COURSES

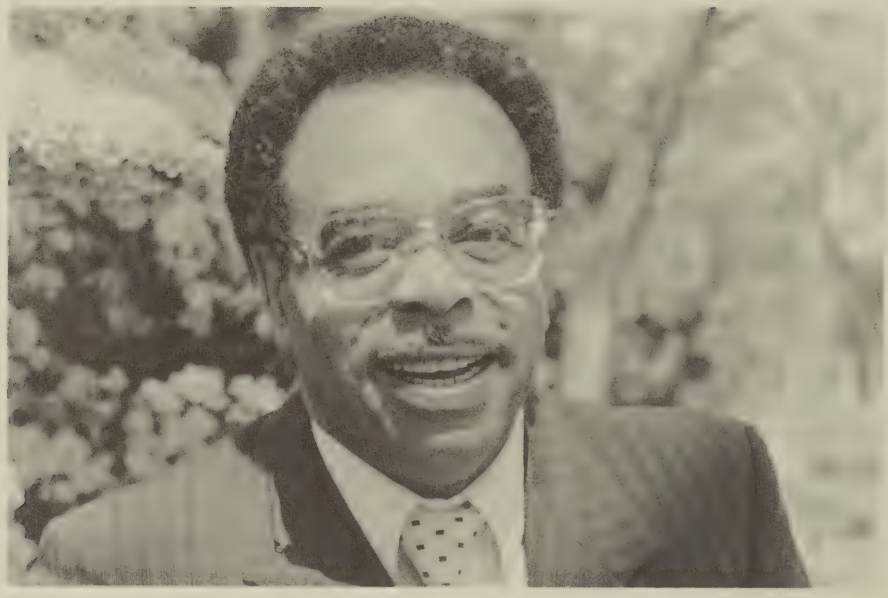
In cases of demonstrated need, a qualified student may make application through an instructor to enroll for a special course in a subject falling within that instructor's field of specialization. Such a course may be given, under the provisions outlined in the following paragraphs and with the approval of the Curriculum Committee, provided that coverage of the same material cannot reasonably be arranged as part of a regular course during the remainder of the student's period of residence. Special courses may not normally be used to fulfill departmental distribution requirements. Courses so arranged must be reported to the Office of the Registrar in accordance with the regulations governing the selection of catalogued electives. Special courses made available by the Seminary are of two types:

1. *Tutorials*—classes normally arranged to meet the needs of one student, but on occasion more than one, and involving extensive reading of relevant literature, periodic conferences with the instructor, and a concluding examination or project.

2. *Research Courses*—classes arranged on an individual basis to meet the needs of qualified students, and involving independent research on a defined topic and the preparation of a substantial paper.

In the interest of equity, a candidate for the M.Div. or the M.A. degree ordinarily may not carry more than one special course during any given semester. An M.Div. candidate is limited to four such courses during his or her total program; a candidate for the M.A. degree, three special courses. Persons who are not in candidacy for a Seminary degree may not enroll for such courses. Inter-institutional regulations do not permit members of other faculties to offer special courses to Seminary students.

Special courses are offered over and above an instructor's normal academic load. Members of the faculty ordinarily may not give more than two such courses during any semester without the approval of the Dean of Academic



CHUCK ROBISON

*Peter J. Paris*

Affairs. Special courses during the summer months are discouraged. Where a tutorial is offered to more than two students, approval of the department and the Curriculum Committee is required.

Senior theses are not considered to be research courses and continue to be encouraged in appropriate cases.

## PROGRAM FOR AFRO-AMERICAN STUDIES IN MINISTRY

The joint program between Princeton University's Afro-American Studies Program and Princeton Theological Seminary provides the opportunity for students (not more than twelve per annum) to take up to two courses toward their Seminary degree requirements in the University program. Courses in the Afro-American Studies Program at the University which may be taken for Seminary credit shall be designated by the Seminary's liaison officer for this program.

## PROGRAM IN WOMEN'S STUDIES

The program in Women's Studies is designed for Th.M. candidates and as a specialization area for M.Div. candidates. The program provides students

with the opportunity to work interdepartmentally on concerns of women in relation to ministry.

Working with an adviser, students select from a variety of offerings those courses which will satisfy their interests and goals, complement their other educational endeavors, and in the case of Th.M. candidates fulfill the requirements of their program. Courses having a particular and focused emphasis on women's issues and concerns will be identified each year. Students may also elect other courses in which it is possible to focus on women's issues. In addition, courses in Princeton University's Women's Studies program may be taken under the Seminary's Inter-Institutional Arrangements (p. 65).

Advisers designated each year will be prepared to discuss with students the development of their programs.

The advisers for 1992-93 are Professors Elizabeth G. Edwards and Kathleen E. McVey.

## PROGRAM IN RELIGION, SELF, AND SOCIETY

The program in Religion, Self, and Society is designed primarily for Th.M. candidates, but its course offerings are also available to M.Div. students, particularly those who are enrolled in the M.S.W. program. Working with an adviser, students select courses that will enable them to pursue in depth a topic involving the social-psychological study of religion. All students are expected to enroll in an inter-disciplinary seminar offered each spring term, CS62/PT62, Personal Sin and Social Evil, or CS83/PT73, Public Policy and Personal Meanings, or CS905/PY959, Method in the Social Scientific Study of Religion.

# Religion and Society Program ~

PROFESSORS: R.K. Fenn, and P.J. Paris
ASSOCIATE PROFESSORS: N.J. Duff, C.A. Ryerson III

The Religion and Society program focusses primarily on the social aspects of the church's ministry and mission. The program assumes that the practice of ministry affects and is shaped by its social context. Thus social issues arise from the concerns of various groups and organizations, including the churches; yet the church seeks to address such issues from a perspective that transcends the interest and viewpoint of any particular constituency, including its own. Further, the churches' theology borrows heavily from the cultures in which the churches have developed; yet the church seeks to transcend and to shape these same cultures. How can the churches witness to a truth that has shaped the churches and the world in ways that Christians have not always foreseen, desired, or intended? The Religion and Society program addresses these fundamental questions at the level of the parish ministry, the local community, the larger society, and the nation-state.

The faculty associated with the program represent a variety of approaches in theology, ethics, and the social sciences, and seek to relate Christian prophecy and social ethics to the common task of understanding, and explaining social interaction. The program focusses on the experience of the churches in a variety of contexts both Western and non-Western, highly industrialized and predominantly agrarian, both urban and rural. The program is committed to combining theory with practice; therefore students are encouraged to develop positions on social policy that combine theology and ethics with the sociological analysis of specific institutions, social trends, and particular situations.

Candidates for the M.Div., Th.M., and Ph.D. degrees may focus in this area under the supervision of the Committee on Church and Society. Courses appropriate to the concerns of Religion and Society, as listed below, are offered by several of the academic divisions of the Seminary. Field education also may contribute to such studies on the M.Div. level.

CHUCK ROBISON

*Richard K. Fenn*

## *Fall Semester 1992 Offerings*

CH435 SECTS AND CULTS IN AMERICA Mr. Moorhead

CS201 RELIGION AND SOCIETY Mr. Fenn

CS223 CHURCH, COMMUNITY, AND NATION Mr. Fenn

ET323 ETHICS AND PUBLIC POLICY Mr. Paris

ET348 ISSUES IN HUMAN SEXUALITY Ms. Duff

ET460 THEOLOGY AND ETHICS OF DIETRICH BONHOEFFER Ms. Duff

ET475 THE THEOLOGY AND ETHICS OF REINHOLD AND H. RICHARD NIEBUHR Mr. Paris

HR341 BUDDHISM Mr. Ryerson

HR472 TRADITIONAL RELIGIONS AND THE MODERN WORLD Mr. Ryerson

HR935 TRADITIONAL RELIGIONS AND MODERNIZATION Mr. Ryerson

TH415 THEOLOGY IN AN AGE OF SCIENCE Mr. van Huyssteen

## *Spring Semester 1993 Offerings*

CS241 SOCIOLOGICAL APPROACHES TO THE NEW TESTAMENT Mr. Fenn

CS905 METHOD IN THE SOCIAL SCIENTIFIC STUDY OF RELIGION Mr. Fenn

ET408 AFRICAN AND AFRICAN AMERICAN THEOLOGIES Mr. Paris

ET911 ARISTOTLE'S ETHICS AND POLITICS Mr. Paris

HR220 ENCOUNTER OF CHRISTIAN FAITH WITH OTHER FAITHS Mr. Ryerson

HR460 GODS AND POLITICS Mr. Ryerson

TH450 ASIAN AND ASIAN AMERICAN THEOLOGIES Mr. Lee

TH475 CULTURAL ANTHROPOLOGY AND THEOLOGY Mr. Taylor

# Program in Mission, Ecumenics, and History of Religions ~

PROFESSOR: A. Neely
ASSOCIATE PROFESSORS: C.A. Ryerson III, M.K. Taylor

The Ecumenics, Mission, and History of Religions program seeks to widen the horizons of preparation for the ministry with the interdisciplinary inquiry into the challenges and implications of the worldwide witness to the Christian faith. All three segments of the program are integrally interrelated. No one part can be studied in isolation and all demand attention to the cultural and religious, social and political, and geographical contexts of Christian mission.

The program relates to all academic levels as a subsection of the History Department. On the M.Div. level, in addition to the course offerings listed below, field education may include approved internships at home or abroad, with course credit where appropriate. In Ph.D. studies, the program offers eight fields of comprehensive emphases:

- History of Christian Missions, historical and contemporary
- Study of one or more non-Christian religions
- Critical study of the methods and issues of social, cultural, and political inquiry in cross-cultural contexts
- Christian theology, including "Third World" theologies, in mission context
- Christian social ethics as a dimension of the church's worldwide witness
- The ecumenical dimension of Christianity, historical and contemporary
- Theories and themes of the study of the History of Religions and their relation to theology
- Study of the theoretical backgrounds to, and an examination of, the interactions of religion and politics in specific national and geographical contexts.

Ordinarily, from the eight comprehensive fields, a doctoral student will choose five for comprehensive examinations, one of which should be in at least one aspect of Christian Missions, one in ecumenics, and one in a non-Christian religion.

Courses appropriate to a concentration in this area include:

## *Fall Semester 1992 Offerings*

EC210 THE CHRISTIAN MISSION IN TODAY'S WORLD: MISSIOLOGY FOR OUR TIMES Mr. Neely

EC339 CROSS CULTURAL MISSION Messrs. Ryerson and Taylor

EC355 THE ECUMENICAL MOVEMENT IN THE TWENTIETH CENTURY Mr. Neely

EC402 CHRISTIAN FUNDAMENTALISM IN LATIN AMERICA Mr. Deiros

EC405 THE LATIN AMERICAN REALITY Mr. Deiros

HR341 BUDDHISM Mr. Ryerson

HR472 TRADITIONAL RELIGIONS AND THE MODERN WORLD Mr. Ryerson

HR935 TRADITIONAL RELIGIONS AND MODERNIZATION Mr. Ryerson

## *Spring Semester 1993 Offerings*

EC325 THE ROLE OF WOMEN IN CHRISTIAN MISSION Mr. Neely

EC333 CROSS CURRENTS IN CHRISTIAN WORLD MISSION TODAY Mr. Neely

EC401 A HISTORY OF CHRISTIAN THOUGHT IN LATIN AMERICA Messrs. Deiros and Neely

EC415 PROTESTANT MISSIONS FROM LATIN AMERICA Mr. Deiros

HR220 ENCOUNTER OF CHRISTIAN FAITH WITH OTHER FAITHS Mr. Ryerson

HR460 GODS AND POLITICS Mr. Ryerson

TH450 ASIAN AND ASIAN AMERICAN THEOLOGIES Mr. Lee

# The School of Christian Education

Pursuant to the action of the Presbyterian General Assembly of 1941, which recommended that colleges of Christian education belonging to the Presbyterian Church should become related to seminaries or colleges, negotiations were entered into between the Trustees of Princeton Theological Seminary and the Trustees of Tennent College of Christian Education in Philadelphia. Following these negotiations the Trustees of Tennent College decided to close the latter institution and to make over its assets in trust to Princeton Theological Seminary. The Seminary, on its part, agreed to carry forward the work of Tennent College upon a graduate level, and to perpetuate the name of Tennent upon the campus of Princeton Theological Seminary and in the Seminary's annual catalogue. The School of Christian Education was inaugurated in September 1944.

The two year program includes basic studies in biblical literature, theology, church history and practical theology. Special emphasis on education includes theory and practice for the educational ministry of the church and special cultural and technical studies. The program is designed to prepare students for teaching the Christian religion in church or secular schools and for administering Christian religious education in Protestant and Catholic parishes and institutions.

All inquiries relating to the School of Christian Education should be directed to:

Office of Vocations and Admissions
Princeton Theological Seminary
CN821
Princeton, New Jersey 08542-0803

## THE CHARLES G. REIGNER EDUCATION READING ROOM

The Charles G. Reigner Education Reading Room is located in Tennent Hall. Many of its general reference volumes were gifts to the School of Chris-

tian Education from the library of Tennent College of Christian Education. Charles G. Reigner, a Baltimore publisher, was for many years its benefactor. The Reading Room provides additional study space near the education classrooms and the married student apartments on the Tennent campus, and makes available to students and surrounding churches a wide range of literature on Christian education and resources in audio-visual aids. Consult page 152 for additional information concerning the resources of this facility.

*Tennent Hall — Acquired in 1943*

# Resources and Services ~

## LIBRARY RESOURCES

### *Robert E. Speer Library*

LIBRARIAN: James F. Armstrong
ASSOCIATE LIBRARIAN: James S. Irvine
TECHNICAL SERVICES: James S. Irvine, Daniel K. McKeon, Paul R. Powell, Donna R. Schleifer
COLLECTION DEVELOPMENT: Donald M. Vorp
SERIALS: Julie E. Dawson, Sarita Ravinder
REFERENCE: Katherine A. Skrebutenas
ARCHIVES AND SPECIAL COLLECTIONS: William O. Harris

The library building, opened in 1957 and named in honor of Robert E. Speer, has space for approximately 400,000 volumes and 350 readers. In addition to its main reading room, which seats about 115 persons, there are 44 carrel tables in the stack area, unassigned and open to all readers. Other facilities include a Ph.D. study room, where students may keep their books, and several small seminar rooms.

#### THE COLLECTION

Speer Library offers substantial resources for theological study and research at all levels. It now contains over 400,000 catalogued books, pamphlets, and microfilms, including valuable portions of the libraries of Dr. Ashbel Green, Professor John Breckenridge, Dr. William Buell Sprague, Mr. Samuel Agnew, Professor J. Addison Alexander, Dr. John M. Krebs, Dr. Alexander Balloch Grosart, Professor William Henry Green, Professor Samuel Miller, Professor Benjamin B. Warfield, and Dr. Louis F. Benson. It currently receives over eighteen hundred journals, annual reports of church bodies and learned societies, bulletins, transactions, and periodically issued indices, abstracts, and bibliographies.

While popular works are not neglected, a major objective of the library is to acquire comprehensively the basic works of western and, in translation, eastern religious traditions. Primary sources are represented both by original, early editions or reprints and by modern critical editions. The strength of the library is maintained by the acquisition, on a standing-order basis, of all major sets, new critical editions, and scholarly monograph series currently published in the main fields of theological study.

Several special collections should be mentioned. The Louis F. Benson Collection of Hymnology, numbering over ten thousand volumes, provides superior resources for the study of all fields of American and foreign hymnology. The Grosart Library of Puritan and Nonconformist Theology, acquired in 1885 and added to regularly, now contains over five thousand volumes. The Sprague Collection is an unusually large collection of early American theological pamphlets. Over two thousand volumes and three thousand pamphlets dealing with the controversy regarding the proper form of baptism are in the Agnew Baptist Collection. The Alumni Alcove, supported substantially by the donations of authors, preserves their published works as a testimony to the influential position of Seminary graduates and faculty in theological and general literature.

SUPPORT

The library is supported by an annual appropriation and by income from restricted endowment funds totaling $2,495,786 from Messrs. R.L. and A. Stuart, Mr. John C. Green, the Reverend Samuel M. Hamill, Mrs. R.L. Kennedy, Mary Cheves Dulles, Professor Theodore W. Hunt, Dr. Louis F. Benson, Mr. and Mrs. Carl Egner, Miss Mabel Gillespie, Mrs. Helen M.T. Locke, Mrs. John F.B. Carruthers, Mr. William L. Ulyat, Mrs. Elizabeth

Parke Ballantine, Dr. Katherine Finney and Mr. and Mrs. Thomas W. Finney, Mr. John P. Orendorff, Mr. John G. Buchanan, Miss Margaret I. Vaughan, Mrs. Alice M. Newberry, Mrs. Charlotte W. Newcombe, as well as other alumni/ae and friends.

ADDITIONAL FACILITIES

Photocopies of library material in the public domain and, within the provisions of the principle of fair use, of copyrighted material may be made on coin- or cardkey-operated copier machines. The staff also can make arrangements for microfilms of library books and photographs of plates.

The Library's local borrowing area includes most of New Jersey, together with metropolitan New York and Philadelphia. Access or borrowing privileges may be extended to qualified persons within that area upon approval of the Librarian. Persons residing outside the area are sometimes able to borrow out of print books by inter-library loan. Students who leave the community to continue their research elsewhere are required to return all library materials before departure.

Online access to the catalog is provided through the NOTIS information system. Public terminals are located in the lobby and several other places throughout the building. In addition, persons who have computers with compatible modems may dial into the catalog on regular telephone networks.

CD-ROM implementations of *Religion Indexes* and *Dissertation Abstracts* are available in the Reference area, where instruction on their use also may be obtained.

In accordance with the terms of an agreement between the Seminary and the University, students of the Seminary are granted free use of the University library, subject to its rules.

### *Charles G. Reigner Education Reading Room*

The Reading Room, located on the first floor of Tennent Hall, makes available a wide range of literature in Christian education, curriculum, and audio-visual aids. Although intentionally limited in general reference materials, it contains specialized reference works in education and Christian education. The collection includes representative sets of over seventy-five standard curriculums, more than 10,000 volumes of special contemporary interest, and approximately 100 journals that are received on a regular basis. Other resources include tapes, filmstrips, records, pictures, posters, simulation games, and multi-media titles. Access is primarily through a card catalogue. The Reading Room also publishes lists of newly acquired books, catalogues of the audio-visual collection, and lists of journals received by subscription.

A variety of audio-visual equipment is available for use, including a VCR which enables previewing of tapes in the room.

Hours for the Reading Room are announced at the beginning of each semester.

## MEDIA RESOURCES CENTER

DIRECTOR OF EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY: Wayne R. Whitelock
MEDIA PRODUCTION COORDINATOR: Joicy R. Becker
MEDIA SERVICES SUPERVISOR: John L. Cooper
MEDIA OPERATIONS ENGINEER: Christopher J. Floor
MEDIA MAINTENANCE ENGINEER: Bobby Marshall, Jr.

### *Support Services*

The Media Resources Center is located on the ground and lower levels of Templeton Hall. Radio and television production facilities, graphic and photographic arts, audiovisual support services, instructional media consultation, and curriculum development programs are offered to members of the Seminary faculty, administration, and Seminary community.

### *Resource Collection*

A Listening Library collection of approximately 7,000 audio and video titles provides access to lectures, sermons, and many other significant theological events, preserved in their original form. Private review facilities and a *Catalog* of the Listening Library collection are available. Copies of many selections may be requested at minimal cost. Descriptive listings from major film and videotape distributors and media resource publishers are also available.

*Learning Opportunities*

Instructional opportunities for the exploration of the use of media resources in ministry have been provided as part of the media program for over 30 years. Through the Student Media Project program, students electing to prepare media based class assignments and course materials with the approval of their instructors are provided access to media facilities, equipment, and instruction. Interested students should contact the Media Production Coordinator for more information about the program and application procedures. A campus cable network, broadcasting on Channel 12, provides students an opportunity to gain hands-on experience in the production of religious mass media. Several paid student media staff positions are offered for those interested in an in-depth exposure to the media disciplines.

## COMPUTER RESOURCE CENTER

The Computer Resource Center, located in Room LL3, Templeton Hall, provides IBM and MACINTOSH personal computers and laser and dot matrix printers for use by members of the Seminary community. Available software packages include the following: WordPerfect (IBM and MAC), Microsoft Word (IBM and MAC), Microsoft Works (IBM and MAC), Nota Bene (IBM), Aldus PageMaker (MAC), Write Now (MAC), and MAC Write II (MAC). The CRC coordinator is available to assist in problem solving, training, and evaluation of software. The quarterly *Computer Resource Center Newsletter* keeps users up-to-date on changes in Center operations and provides

information on local distributors of hardware and software for personal computing needs.

## THEOLOGICAL BOOK AGENCY

The Theological Book Agency is located on the ground floor of Mackay Campus Center. In addition to providing the textbooks for all Seminary courses, the store maintains a wide selection of about 12,000 titles representing all fields of theological scholarship, as well as selected other fields related to ministry. The educational policies of the bookstore are under the supervision of the faculty committee on the library.

All books are sold at 10% off the list price, with more expensive volumes sometimes receiving higher discounts. The store offers a variety of services including special ordering, mailing of books, and out of print searches. Persons wishing to charge their purchases may use VISA or MasterCard for this purpose and regularly enrolled students may also use their Seminary account to charge book purchases up to a total of the semester book allowance rate. Student accounts showing outstanding Theological Book Agency charges are subject to monthly service fees on those charges.

During the academic year several events are sponsored, including author signings and special sales.

## ALUMNI/AE SECRETARY AND DIRECTOR OF PLACEMENT

The Alumni/ae Secretary is responsible for coordinating the Seminary's services to its alumni/ae. The office maintains a computerized list of all former students containing information on their degrees and current addresses. The office also keeps biographical files on all former students. Files on students enrolled from 1812 to 1915 are maintained by the Seminary archivist in Speer Library.

All persons who have matriculated at the Seminary, both those who received degrees and those who did not complete a full program, are considered alumni/ae. As members of the Alumni/ae Association, they receive the *Alumni/ae News*, the *Princeton Seminary Bulletin*, and the annual calendar of events scheduled by the Center of Continuing Education.

### *Alumni/ae Association*

The association holds its annual meeting preceding commencement and is governed by an executive council composed of elected representatives from

thirteen regions across the U.S.A. and Canada, one international representative appointed by the president, and three at-large members appointed by the council. The association meets in diaspora through chapters in various cities. These chapters assist the Seminary in the recruitment and interviewing of applicants, provide a network for alumni/ae relocation and the placement of graduating seniors, and give support to the development office of the Seminary.

The officers of the association serve a two-year term. Currently serving are: *President*, John T. Galloway, Jr. (class of 1966) of Pittsburgh, Pennsylvania; *Vice President*, Audrey Schindler Griffith (class of 1986) of Alpharetta, Georgia; *Secretary*, Stuart C. Wattles (class of 1976) of Clay, New York.

### *Placement*

The Director of Placement seeks to interview all seniors in their final year to review with them vocational plans and guide their preparation of dossiers and resumes. The office assists all who need help in placement in the variety of ministries available to graduates. The office serves as a clearing house for any church, denomination, or institution desiring to call or employ a graduate of the Seminary, although teaching positions normally are handled by the Office of Ph.D. Studies. In addition to circulating dossiers and resumes for graduating seniors, the office maintains a current listing of Presbyterian churches (as well as those of other denominations) where there are staff vacancies, and other aids to the placement process.

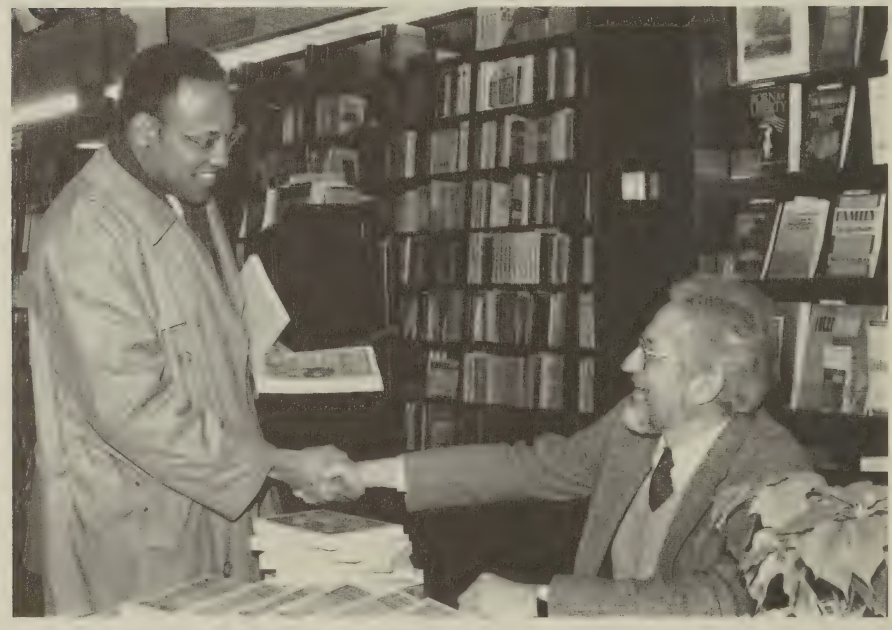
## COMMUNICATIONS/PUBLICATIONS

The Office of Communications/Publications interprets the life and work of the Seminary to its graduates, to the church, and to the general public, so as to nurture concern for and understanding and support of the purposes of the institution. The public is kept informed of the many services of the Seminary community which are available to them and major events in the Princeton community are highlighted for the campus community.

The Office of Communications/Publications produces a quarterly magazine for alumni/ae (*Alumni/ae News*) and a quarterly magazine for friends of the Seminary (*The Princeton Spire*). In addition, the office works with other departments to produce brochures and print advertising for recruitment, development, and the interpretation of specific programs. The director works to create an image of Princeton Seminary in its printed publications which is consistent and of high quality, and to keep various Seminary constituencies

informed of the variety and richness of life on campus and in the ministry of the Seminary's graduates.

The office also maintains a speakers' bureau to provide students and faculty as guest speakers and preachers to churches and academic institutions. All communication with the news media about the Seminary is coordinated through the office.



# Tuition, Fees, and Payments ~

## TUITION AND FEES FOR 1992-1993[1]

| | |
|---|---|
| Application Fee | $ 35.00 |
| Tuition[2] | |
| a. Candidates for the M.Div. and M.A. Degrees | |
| 1. Annual tuition for all types of program | 5,760.00 |
| 2. Annual Field Education Continuation Fee (Assessed at the beginning of each semester in which the candidate is enrolled solely for Field Education; applied against tuition if he or she subsequently enrolls for academic credit. For persons enrolled in program prior to academic year 1992-93.) | 100.00 |
| b. Candidates for the Th.M. Degree | |
| 1. Annual tuition for the program completed in one academic year | 5,760.00 |
| 2. Annual continuation fee (Assessed in March for any year in which the candidate has not been enrolled for classes since the prior June 1.) | 50.00 |
| c. Candidates for the Ph.D. Degree | |
| 1. Annual tuition for a minimum of two years of resident study | 5,760.00 |
| 2. Annual continuation fee (Assessed after the completion of residence until all requirements for the degree have been completed; in | 500.00 |

[1] All Seminary charges and fees are payable in U.S. funds.

[2] Full time students include: M.Div. and M.A. candidates (who began their programs prior to June 1, 1992), who are registered for 10-15 credits; M.Div. and M.A. candidates who began their programs after June 1992, who are registered for a minimum of 12 credits; Th.M. candidates and resident special students who are enrolled for 11-13 semester credits; and Ph.D. candidates in residence and certain others engaged full time in dissertation preparation. Students enrolled less than full time (*part time*) are charged by the credit (this is also referred to as the "Special Student rate").

addition to the Special Student rates for courses taken for academic credit.)

d. Candidates for the D.Min. Degree[3]

1. Tuition for basic program, exclusive of special workshop fees ..... 6,600.00

2. Continuation Fee ..... 500.00
(Assessed of as of September 1, for each year of candidacy beyond three. Applicable to candidates who matriculated prior to September 1991.)

e. Special Students taking courses for academic credit but not candidates for a Seminary degree:[4]

Per credit ..... 240.00

f. Auditors (persons who, although neither students nor guests of the Seminary but with the necessary authorization, are attending classes, during either the fall or spring semester, on a non-credit basis), per credit ..... 100.00

g. 1993 Summer Sessions[5]

1. Registration fee ..... 35.00

2. Tuition Academic Credit

Per semester credit ..... 240.00

2. Continuing Education Credit

Per CEU ..... 100.00

Per 4.5 CEU-course ..... 450.00

Auditors, per credit ..... 150.00

h. Annual tuition for Interns[6] ..... 100.00

Late Registration Fee[7] ..... 75.00

Annual Current Fees

a. Comprehensive fee (charged to all full-time[8] students, covers student publications, student organizations,

[3] D.Min. tuition is payable in four installments: $600 upon acceptance of admission; $2,000 to be paid 60 days prior to each workshop. Failure to pay the $2,000 installment at the appropriate time will result in the candidate being dropped from the program. Any exception to this rule may only be with the written approval of the Vice-President for Financial Affairs. In no case, however, will a candidate be permitted to begin a workshop unless the Seminary has received payment of the required installment.

[4] Regularly enrolled students in Princeton University, Westminster Choir College, New Brunswick Theological Seminary and the Rutgers University School of Social Work, when properly certified to the Registrar, are admitted to classes without charge.

[5] Summer session charges are payable in advance.

[6] This is the basic Internship tuition charge. Additional or higher charges are made for certain specialized Internships or for academic credits enrolled for while on Internship. Complete information may be secured from the Director of Field Education. This fee relevant to only those students beginning their M.Div. candidacy prior to July 1992.

[7] Charged to anyone who is registering or reregistering after 4:30 p.m. on the last business day preceding the first day of classes of a given semester. No new registration or reregistration will be accepted after 4:30 p.m. on the fifth day of classes of a semester.

[8] See note 2.

McCosh Infirmary, counseling services, and major medical insurance) ..... 730.00[9]

b. Basic fee (charged to all part-time[10] students; covers student publications and organizations, but does not cover infirmary services, counseling, or health insurance) ..... 80.00

c. Deferred payment fee (charged to any student account with a remaining balance on the first day of classes of each semester) ..... 30.00

Graduation Fee

a. Candidates for Ph.D. and D.Min. degrees ..... 60.00

b. Candidates for all other degrees and certificates ..... 15.00

Transcripts and Ph.D. Dossiers

a. Transcripts, each ..... 2.00

b. Dossiers, each ..... 3.00

I.D. Card Replacement Fee ..... 10.00[11]

Student Mail Box Key Replacement Fee ..... 5.00

Reregistration Processing Fee ..... 25.00[12]

*An orientation fee of $35.00 is charged to all new and transfer degree candidates and special students, who matriculate in the autumn semester. The orientation fee for students matriculating in the spring semester is $10.00.*

## ROOM AND BOARD DURING REGULAR YEAR

### *Dormitories (Single Students)*

Room and board ..... $3,530.00

Rooms in the Seminary dormitories are furnished with bedstead, mattress, pillow, bureau, chairs, desk, mirror, and bookcase. Bed linen and blankets for a single bed, and towels, must be provided by the student.

A single student on a regular program is expected to room in one of the Seminary dormitories. Students who occupy Seminary accommodations are required to be enrolled for a full-time program throughout the period of residence and to take their meals in the Mackay Campus Center.

A drawing for choice of rooms for current residents in the dormitories is

[9] Charge subject to adjustment in the event medical premium is revised.

[10] See note 2.

[11] This fee is raised by increments of $5.00 each time a card must be replaced.

[12] Assessed of any student who must register a second time for a given semester, where that second registration is completed before 4:30 p.m. on the last business day preceding the first day of classes for the new term. Reregistration completed after this time will be assessed the $75.00 late registration fee instead.

held in April, and remaining rooms are assigned to new students. Some single rooms ordinarily are available for incoming students with special needs.

Although dormitory accommodations are intended primarily for students who are enrolled full time, provision occasionally may be made on an available space basis for persons registered for part-time studies.

Candidates for the Ph.D. degree are eligible to occupy Seminary accommodations during the first four years of their programs. Candidates for the Th.M. degree ordinarily may occupy Seminary facilities for one academic year only, during which period they are expected to pursue a full-time program.

Dormitories are open for regular occupancy the Monday preceding the beginning of classes through 4:30 p.m. on the day after commencement. Dormitory occupancy will not be available during the summer months except for regularly enrolled summer students.

*Apartments (Students with One or More Dependents)*

| | |
|---|---|
| One-Bedroom Units | $ 285.00 |
| Two-Bedroom Units | 370.00 |
| Three-Bedroom Units | 440.00 |

A large number of unfurnished apartments is located at the Charlotte Rachel Wilson complex, approximately four miles from the main campus. They are available to married students with or without children and to single parents with dependents. Each unit contains a living room, dining area, kitchen, bath, and either one or two bedrooms. A smaller number of unfurnished apartments of varying sizes, some with provision for couples with children, is available on the Tennent campus. Seminary apartments are rented to students under a lease arrangement. The period of the lease is from July 1 to June 30, except for the first year when the lease begins on September 1. Please note that waterbeds and kerosene (space) heaters are not permitted in Seminary apartments.

Although an increasing number of married students will occupy Seminary apartments, some families will find it desirable or necessary to secure accommodations in Princeton or the surrounding area. The Seminary maintains an Office of Housing to assist couples in finding adequate accommodations, although final responsibility for obtaining such accommodations rests with the student. More complete information on lease terms is contained in the *Handbook* of the Princeton Theological Seminary. All inquiries concerning married student housing, whether Seminary or off-campus, should be addressed to:

Housing Officer
Princeton Theological Seminary
CN821
Princeton, New Jersey 08542-0803

*Board Service*

All quoted rates that include board privileges are subject to change.

Board payment covers three meals a day (two meals on Sunday) during periods when the Seminary is in session. Services under the plan begin with breakfast on Wednesday, September 16, 1992, and conclude with the noon meal on Saturday, May 8, 1993. These services are suspended during the following periods of recess:

1. Thanksgiving: suspended after the evening meal on Wednesday, November 25, and resumed for breakfast on Monday, November 30.

2. Christmas Recess: suspended after the noon meal on Friday, December 18, and resumed for breakfast on Monday, January 4.

3. Inter-Semester Recess: suspended after the noon meal on Saturday, January 16, and resumed for breakfast on Monday, January 25.

During certain weekday periods when regular board services are suspended, the cafeteria may be open on a cash basis. In general, however, students are expected to make their own arrangements for meals when the Seminary is not in session. Fire regulations do not permit cooking in the residence area of the dormitories.

Students who are absent from the Seminary at least two full days each weekend on field education assignments certified by the Office of Field Education will receive a credit of $19.65 for each weekend during which the board plan is in effect.

Students seeking to be excused for medical reasons from board in the dining hall must provide documentation in the form of a letter from a medical doctor citing the medical problem and diet prescribed. The letter must be submitted to the Director of Student Financial Aid prior to the beginning of the term for which this exemption is requested.

## ROOM AND BOARD DURING SUMMER SESSION

Facilities for single students are available throughout the 1993 summer session. Charges for room and board will be announced. As a general aid in planning, room and board costs for the 1992 summer session were $127.00 per week for air conditioned accommodations, and $117.00 per week for other accommodations. Linen service is included in these charges. Board provides three meals a day, Monday through Friday. There is no board service on weekends.

## HEALTH CARE

Full time students of the Seminary, or part time students who elect to pay the McCosh infirmary fee, should utilize the Princeton University infirmary when they require medical attention.

1. Every student who becomes ill or suffers an accident should report directly to the infirmary for examination by a staff physician. If the student is taken ill in his or her room and is unable to go to the infirmary, a physician at the infirmary should be notified immediately. The infirmary telephone (258-3139) is covered 24 hours a day, except during the Christmas and summer holidays.

2. If a student is confined to the infirmary less than one week, no charge is made for board. If confinement is for one week or more, charges will be assessed at current Princeton University rates from the time of admission to the infirmary. In the latter case, an adjustment will be made on the Seminary board bill if he or she pays a room and board charge to the Seminary.

3. During the Summer before registration, an entering student must submit a health and immunization history and a record of medical examination completed by his or her family or school physician. A standard report form for this purpose is made available by the infirmary through the Office of Vocations and Admissions of the Seminary. *This documentation is required by law and no one will be allowed to register for classes until a satisfactory immunization record for him or her is on file at McCosh Infirmary.*

The infirmary staff includes two psychiatrists and a clinical psychologist who may be consulted by students desiring their assistance.

Participation in the health program of the University infirmary is made possible by an 1892 gift of $3,750, by the Reverend William Lewis Moore of New York City and Mrs. Matthew Baird of Philadelphia, which established an endowment in the infirmary for the benefit of the Seminary in memory of William Lewis Moore, Jr. In 1923 Mr. E. Francis Hyde of New York City contributed $25,000 on behalf of the Seminary toward the construction of a new building. The Seminary, by an annual contribution toward the maintenance of the infirmary, assumes its share of the cost of operation.

To supplement the excellent facilities and program of the McCosh Infirmary, Princeton Seminary offers a Major Medical Insurance Plan to its students. This plan is designed to cover most or all of the usual cost of hospitalization, prescription drugs, and other medical costs a student may incur above the $100 deductible.[13] Participation in the Plan is mandatory for all full-time students of the Seminary (see the definition in the note at the foot of page 157) who cannot demonstrate that they are enrolled in a like or superior major medical insurance program. Coverage is also available for dependents of Princeton Seminary students, for an additional charge. The comprehensive fee coverage includes services of McCosh Infirmary and the Major Medical Insurance Plan *for the student*. For more information about the Semi-

[13] For more information about eligible coverage, contact the Director of Student Financial Aid.

nary's Major Medical Plan for students, contact the Office of Student Financial Aid.

## PAYMENT OF ACCOUNTS

Charges for tuition, fees, board, and room are due and payable on or before the first day of each semester. Rental for Stockton Street and Charlotte Rachel Wilson accommodations is payable monthly, due in advance on the first business day of each month. Payment may be made by mail, or in person at the bursar's window adjacent to the Business Office in the Administration Building.

A handling charge of $10.00 will be assessed for any check payment returned for insufficient funds. Should any subsequent check be returned for lack of funds, the Seminary will expect cash or a cashier's check as payment.

The special arrangement with Princeton University for the use of McCosh Infirmary and Firestone Library is possible through responsible attention to bills incurred by Seminary students. In order to assure continued cooperation, the Seminary will settle such accounts not paid within 60 days and will apply such charges to the student's account with the Seminary.

### *Payment Plans*

In the cases of charges payable at the beginning of the semester, the student may either (a) make payment in full before the first class day of the semester, in which instance no service fees will be assessed, or (b) pay the charges in three equalized monthly installments via the Seminary's deferred payment plan. During the first semester these installments are due on the last business day of October, November, and December; during the second semester, on the last business day of February, March, and April. Those students who have not paid their semester account balance in full by the first day of classes of that semester will be enrolled automatically in the deferred plan. The payment plan for D.Min. students is outlined on page 158. *Special and unclassified students (those persons not in a degree program), together with auditors, are responsible for payment in full on the first day of the term.*

A service charge at a periodic rate of 1.5% per month (which represents an annual rate of 18%) will be assessed on all unpaid accounts. In the case of the deferred payment plan, the service charge is applied at the end of the month to the amount scheduled to be due for that month.

Where monthly rentals are overdue, a service charge of $5.00 will be assessed on the fifteenth day of each month.

A student's preliminary registration for a new semester will be cancelled after the fifth business day following the due date of the last deferred payment

installment, unless the Registrar receives certification from the Business Office that all accounts for earlier semesters have been satisfied and that payment in full or a deferred payment agreement for new charges has been received. No degree may be awarded by the Seminary or transcript issued unless the student has met all financial obligations to the institution.

## REFUNDS

If (a) a student withdraws from the Seminary while a semester is in progress, having secured the approval of the Dean of Student Affairs for the withdrawal, or (b) a part-time student reduces his or her academic load after the first day of classes of a semester, having notified the Registrar, charges for the classes discontinued, and for room and board before withdrawal, will be assessed as follows:

1. Tuition:
   - During first 11 class days of semester ..... 20%
   - During next 14 class days of semester ..... 50%
   - Thereafter ..... 100%
2. Room and Board [weekly rates, subject to change].....$114.00

No portion of any fee is refunded. *If the withdrawal is without the approval of the Dean of Student Affairs, the student is liable for the full semester's tuition.*

If the student who withdraws from the Seminary *has received a financial aid award* from the institution, consideration should be given to the *special provision under "Grants"* on page 166.

If a student withdraws from the Summer Session after classes have begun, he or she shall be responsible for the full tuition charges. If he or she has been living in one of the campus dormitories, room and board charges will be prorated.

## FINANCING A SEMINARY PROGRAM

Basic charges for a single student enrolled in a full-time degree program, including tuition, comprehensive fee, and the cost of room and board, will total approximately $10,020 annually. A single student will find that his or her other expenses during the academic year, exclusive of vacation expenditures and transportation, will be about $2,625.

Married students will find that living costs, in addition to basic tuition and comprehensive fee, vary according to their housing arrangements, food purchases, and personal habits. Students with families should contact the Housing Officer regarding living accommodations.

## *PTS Grant Aid*

PTS grant assistance is awarded on the basis of demonstrated need. To assist the Seminary in assessing the individual's need, students are required to complete the GAPSFAS form, Early Evaluation form and Financial Aid Inventory provided by the Admissions Office or these forms can be obtained directly from the Financial Aid Office. The Director of Student Financial Aid will review the applicant's resources and expenditures, and will then make a determination of aid eligibility by subtracting their calculated resources from their Princeton Seminary budget. The Seminary in this process seeks to assist needy students through its grant program and thus seeks to reduce the student's anxiety about finances, and excessive student loan indebtedness.

A single master's degree candidate who receives a grant, scholarship, or fellowship from the Seminary is required to live in Seminary accommodations, if available, unless excused. Consult the Director of Student Financial Aid for further information on eligibility for an exclusion from this policy.

### EXCEPTIONAL FINANCIAL NEED GRANT

This program is designed to provide additional grant aid to students (with high student loan debt) who are either single parents or married with children (whose spouse is unemployed or underemployed). Eligible students may receive up to $3000 in additional grant aid through the EFN program. Consult the Student Financial Aid Handbook for eligibility criteria.

### PH.D. STUDIES GRANT

Princeton Seminary doctoral candidates who are not awarded Doctoral Fellowships may be considered for a Ph.D. Studies Grant. Eligible single or married students (with no children) may receive a grant for 100% of their need up to a maximum award of $5,500 per academic year. Students who are married with children living with them at the Seminary may be eligible to receive a Ph.D. Studies Grant for a maximum of $10,000 per academic year.

Doctoral students can be considered for a Ph.D. Studies Grant for a maximum of four academic years (8 semesters). More details on funding a doctoral program will be found in the Ph.D. supplement.

## *Self-support*

It is assumed that a Seminary student will make every effort toward self-support to meet the demands of his or her program of studies. It is suggested that students who have had to borrow to meet their expenses during the school year consider employment during the summer.

Other sources of income include employment in the Seminary dining hall, library, book agency, administrative offices, and other on-campus positions. The Personnel Office and the Office of Student Financial Aid assist students

in finding these positions. As a service to Seminary spouses, these offices annually publish a booklet which contains a listing of outside employers who most frequently hire Seminary spouses.

Applications for grant and loan assistance are considered on the basis of financial need, regardless of race, national or ethnic origin, sex, handicap, or denominational affiliation. Seminary grants, within the limits of available funds, vary in amount depending upon the student's overall financial situation. Grants are awarded without obligation of repayment and are subject to the student's maintaining "satisfactory academic progress" as defined in the *Handbook. Should a student withdraw or change to part-time status prior to the end of a semester, grant assistance may be subject to reduction based upon the attendance or status period.* The Director of Student Financial Aid may be consulted for further information.

Students who are members of the Presbyterian Church (U.S.A.) and have *Inquirer* status or are under the care of a presbytery for a church vocation, or who are candidates preparing for service in one of the boards or agencies of the denomination, may apply for grant or loan assistance from the Vocation Agency of the Presbyterian Church (U.S.A.) Financial Aid for Studies Unit. Loan applications are made through the Office of Student Financial Aid.

Certain other denominations, such as the United Methodist Church, also make funds available to Princeton Seminary students preparing to enter ministerial or other professional service in the denomination. Students must contact their denominations directly for information on these programs.

Perkins Loans are also available to eligible Princeton Seminary students. Students must complete all the required paper work, meet federal standards of eligibility and maintain "satisfactory academic progress." In addition, the Office of Student Financial Aid certifies Stafford Loans and Supplemental Loans for Students (SLS). Local banks and savings and loan associations normally participate in the latter mentioned loan programs as lenders. For more information on these loans and the application process, please contact the Director of Student Financial Aid.

The loan funds listed above carry interest rates ranging from 5% to 12%. Repayment, and the assessment of interest, do not begin until the student has completed full-time study, except for the SLS program for which interest begins to accrue from the date the loan is made. Additional loans are *not* recommended when college and seminary academic indebtedness reaches $12,000.

### *Additional information*

More detailed written information from the Office of Student Financial Aid concerning the aid programs administered by the Seminary is available upon

request. The Student Financial Aid Handbook includes: a description of the entire Financial Aid Program, policies and procedures, criteria for selecting recipients, for determining award amounts and limits, and for initial and continuing eligibility, payment arrangements, current costs, the Seminary's refund policy, and aid recipient rights and responsibilities.

Other information available from the Office of Student Financial Aid includes:

- Student Financial Aid Handbook
- Guide to Alternative Sources of Financial Aid
- Medical Insurance Plan Booklet for Students
- Guide to Student/Spouse Employment
- Financial Aid Brochure

In addition, as mandated by federal regulations, summaries of student placement and remuneration surveys of graduates are available upon request from the Office of the Alumni/ae Secretary and Director of Placement.

# Scholarships, Fellowships, and Awards ≈

## FELLOWSHIPS AND SCHOLARSHIPS

### *Master of Divinity Candidates*

PRESIDENTIAL FELLOWSHIPS

The Seminary will offer a limited number of Presidential Fellowships (which will cover tuition, comprehensive fee, required textbooks purchased at the Seminary book store, plus single room and board) to prospective students in the Master of Divinity or Master of Arts programs on the basis of extraordinary academic achievement and demonstrated commitment to the life and mission of the church.

Candidates for this renewable fellowship are recommended to the President through the admissions process. Presidential Fellowships will be renewed for those students who continue to maintain an outstanding academic record at the Seminary.

Consult the Student Financial Aid Handbook for more details.

SEMINARY FELLOWSHIPS

A limited number of Seminary Fellowships (which will cover tuition, fees, and required textbooks purchased at the Seminary book store) will be awarded to prospective students in the Master of Divinity program on the basis of outstanding academic achievement and demonstrated commitment to the life and mission of the church.

Candidates for this renewable fellowship are recommended for this award through the admissions process. Seminary Fellowships will be renewed for those students who continue to maintain a high level of academic achievement at Princeton Seminary.

A single master's degree candidate who receives a grant, scholarship, or fellowship from the Seminary is required to live in Seminary accommodations, if available, unless excused. Consult the Director of Student Financial Aid for further information on eligibility for an exclusion from this policy.

## *Doctor of Philosophy Candidates*

PRINCETON DOCTORAL FELLOWSHIPS AND DOCTORAL STUDY GRANTS

Fellowship awards or Merit Tuition Scholarships may be made to doctoral students on the basis of demonstrated academic merit and promise of scholarly accomplishment in a chosen field of advanced study. Grant awards may also be available for doctoral candidates who demonstrate financial need. More detailed information is available in the Ph.D. catalogue supplement, which may be obtained upon request from the Office of Ph.D. Studies.

THE GEORGE S. GREEN FELLOWSHIP FOR DOCTORAL STUDY IN OLD TESTAMENT

One or two fellowships for doctoral work in Old Testament may be awarded for the first year of study to that senior in the Master of Divinity program at the Seminary, or that candidate in the Master of Theology program at the Seminary, who is recommended for outstanding academic achievement and scholarly promise by the professors in Old Testament. The maximum stipend for the fellowship is $8,000 plus tuition.

DOCTORAL TEACHING FELLOWSHIPS

Some doctoral teaching fellowships are awarded annually according to needs in the curriculum. A fellow appointed on a full-time basis receives taxable remuneration of $5512.50, covering 450 hours of service during the academic year. A fellow on half-time appointment receives taxable remuneration of $2756.25 and performs 225 hours of service. Fellowships are ordinarily, but not exclusively awarded to applicants who have completed the first year of doctoral study.

Applicants and candidates in all programs should address inquiries concerning financial assistance to:

Director of Student Financial Aid
Princeton Theological Seminary
CN821
Princeton, New Jersey 08542-0803

# AWARDS

## *Senior Class Fellowships*

Fellowships have been established in the Seminary for the pursuit of advanced study in theology. In 1879 Mr. George S. Green of Trenton, New Jersey, founded a fellowship for the encouragement of advanced study in Old Testament Literature. In 1889 the alumni of the Seminary contributed a fund for a fellowship in New Testament studies. In 1891 Mrs. Elizabeth Robertson of

New York City established the Archibald Robertson Scholarship. In 1900 Professor William Henry Green, D.D., LL.D., by bequest provided a fund for fellowship purposes. In 1905 by bequest of Mrs. Mary W. Winthrop of New York City, the Gelston-Winthrop Memorial Fund was created and from this fund an annual appropriation was made by the Trustees for the maintenance of three fellowships. In 1943 a fellowship was established on the Samuel Robinson Foundation. The fellowships were reorganized in 1945 by the Trustees of the Seminary and several fellowships established upon these foundations with an honorarium of $2,000 each. Fellowships are available in Old Testament, New Testament, the Department of History, the Department of Theology, the Department of Practical Theology, and the Program in Religion and Society. The fellowships are awarded in accordance with the following rules:

1. In order to become a candidate for a fellowship, a student must be a member of the senior class who has been in residence in the Seminary as a member of the middle class.

2. Not later than April 1, the candidate must indicate to the Office of the Dean of Academic Affairs his or her intention to submit a thesis in competition and must specify the area in which it is to be considered.

3. The candidate must present for regular academic credit a thesis in a specified field. The thesis shall not have been previously evaluated by any member of the faculty. A copy of the thesis must be delivered at the Office of the Dean of Academic Affairs at or before the close of business on the last day of classes in the spring semester.

4. The fellowship award will be made by the faculty, upon recommendation of the department or program concerned, and will be announced on or about May 15. The faculty in all instances reserves the right not to grant a fellowship during a particular year, if in the judgment of the readers no thesis in the area qualifies for this special consideration.

5. A student who submits a thesis in competition for a fellowship, whether or not he or she is successful in the competition, will receive departmental and/or elective academic credit for the work, provided it meets the usual requirements for a thesis in the department to which it is submitted.

6. A fellow shall pursue studies, principally in the subject in which the fellowship has been awarded, conducting the work either in this Seminary or in some other approved graduate institution. He or she shall submit a program to the Registrar for approval and subsequently shall make to the Registrar periodic reports of progress. A fellow shall study for a full academic year, which year shall be the next ensuing after appointment. Permission to postpone study requires Seminary approval. Such request shall be submitted to the Registrar. A fellowship must be used within five academic years.

THE FELLOWSHIP IN OLD TESTAMENT

Established on the George S. Green Foundation, the Senior Fellowship in Old Testament may be awarded to that student who presents the best senior thesis in this field and who qualifies under the fellowship regulations outlined above.

THE FELLOWSHIP IN NEW TESTAMENT

Established on the Alumni Foundation, the Archibald Robertson Scholarship and the William Henry Green Foundation, the Senior Fellowship in New Testament may be awarded to that student who presents the best senior thesis in this field and who qualifies under the fellowship regulations outlined above.

THE FELLOWSHIP IN HISTORY

The Senior Fellowship in History may be awarded to that student who presents the best senior thesis in a division of this department and who qualifies under the fellowship regulations outlined above.

THE FELLOWSHIP IN THEOLOGY

The Senior Fellowship in Theology may be awarded to that student who presents the best senior thesis in a division of this department and who qualifies under the fellowship regulations outlined above.

THE FELLOWSHIP IN PRACTICAL THEOLOGY

Established on the Samuel Robinson Foundation, the Senior Fellowship in Practical Theology may be awarded to that student who presents the best senior thesis in a division of this department and who qualifies under the fellowship regulations outlined above.

THE FELLOWSHIP IN RELIGION AND SOCIETY

The Senior Fellowship in Religion and Society may be awarded to that student who presents the best senior thesis in this program area and who qualifies under the fellowship regulations outlined above.

### *The Graduate Study Fellowship for the Parish Pulpit Ministry*

A fellowship for overseas study, given by an anonymous friend, is available for award to a graduating senior who is committed to the parish pulpit ministry and is a member of a Protestant Church. Homiletic talent, academic performance, and strength of character are considered in making the award.

### *Fellowships at Jerusalem and Athens*

Inasmuch as Princeton Theological Seminary makes an annual contribution to the American School of Oriental Studies at Jerusalem and to the American

School of Classical Studies at Athens, qualified students can sometimes be recommended in competition for annual fellowships at each of these schools. For further details, students who are interested should consult with Mr. Charlesworth regarding studies at Athens or with Mr. Roberts regarding studies at Jerusalem. By virtue of an association with the Hebrew Union College Biblical and Archaeological School in Jerusalem, it also is possible for qualified students to be recommended for research fellowships in Israel.

### *The Tuebingen Exchange Fellowship*

Through an arrangement with the University of Tuebingen, a fellowship has been established through which a year of study at that institution is provided following completion of the Master of Divinity program. Senior M.Div. candidates are eligible to apply for this fellowship by writing to the Dean of Academic Affairs by February 1. Academic excellence and proficiency in German are the two primary qualifications for the award.

## PRIZES AND SPECIAL AWARDS

Year by year a considerable number of prizes are offered for special work or attainments. The recipients of such prizes must have completed creditably all the studies of the year.

Except where an essay is required, the inclusion of a prize in the descriptive paragraphs below does not constitute an assurance of its availability during the year 1992-93. Essays submitted for prizes must be signed with an assumed name, accompanied by a sealed envelope containing the name of the author, and presented at the Office of the Dean of Academic Affairs on or before the last day of classes in the spring semester.

### *Graduate Students, Seniors, Middlers, Juniors*

#### THE SAMUEL ROBINSON FOUNDATION PRIZES

By the generosity and vision of Presbyterian layman, Mr. Samuel Robinson, a considerable sum of money has been donated to Princeton Seminary to stimulate interest in the Westminster Shorter Catechism. Believing, upon the ground of his personal experience, that there is no single statement of Christian doctrine more admirably suited than the Westminster Shorter Catechism to challenge the thought of young people upon the basic truths of the Christian religion, the donor has founded a number of prizes and a fellowship.

For the year 1992-1993 up to thirty-three prizes will be awarded, for which juniors, middlers, seniors, and graduate students may try, provided they have not previously received a Samuel Robinson Prize.

The basis of awarding of prizes shall be both an oral examination on the text and a written examination on the text and its interpretation.

A student may receive a prize on the Robinson Foundation only once during his or her period of study at the Seminary.

THE DAVID HUGH JONES PRIZE

Through the generosity of former members of the Princeton Seminary Choir, this prize is offered periodically to that student who, in the judgment of the faculty, has contributed most to the musical life of the Seminary campus.

THE ROBERT GOODLIN PRIZE

Through the generosity of family and friends, this prize has been established in memory of Robert Paul Goodlin, a member of the senior class of 1961. The award will be made to a worthy student who has displayed a particular interest in clinical training.

THE WARWICK FOUNDATION SCHOLARSHIP GRANT

This award is given through the Warwick Foundation by Mr. and Mrs. Kenneth W. Gemmill in honor of Mr. Gemmill's father, Benjamin McKee Gemmill, D.D., a graduate of Princeton Theological Seminary in 1892.

THE FREDERICK NEUMANN PRIZE FOR EXCELLENCE IN GREEK AND HEBREW

Through the generosity of Dr. Edith Neumann, this prize has been established in memory of her husband, Dr. Frederick Neumann (1899-1967), and is awarded annually, upon recommendation of the Department of Biblical Studies, to that upcoming middler or senior student who has demonstrated excellence and the most promise in the basic courses in Hebrew and Greek.

THE AMERICAN BIBLE SOCIETY AWARD

In gratitude for the work of colleges and seminaries in preparing students for the Christian ministry, each year the American Bible Society makes possible the Scholarly Achievement Presentation of a Bible to a student who has demonstrated excellence in biblical studies.

*Senior Prizes*

THE JAGOW PRIZES IN HOMILETICS AND SPEECH

Through the generosity of Mr. Charles H. Jagow there was established in 1977 the Jagow Family Fund. A portion of the income from this endowment provides annually two prizes to be awarded to those students who during the year have made the greatest progress or displayed outstanding achievement in homiletics or speech.

THE MARY LONG GREIR — HUGH DAVIES PRIZE IN PREACHING

In 1923 the Synod of Pennsylvania (Welsh), by a gift to the Trustees of the Seminary, established the Hugh Davies Fund in memory of the Reverend Hugh Davies (1831-1910), an honored minister and historian of the Calvinistic-Methodist Church in Pennsylvania. In 1944 Elizabeth J. Greir left funds to establish one or more prizes in connection with the work of students "for excellence in oratory, in delivery of sermons, addresses, or declamations." The interest derived from these two funds provides annually a prize to be awarded to that member of the senior class whose preaching and other forms of oral communication shall be accounted the best in thought, composition, and delivery.

THE JOHN ALAN SWINK PRIZE IN PREACHING

Mr. and Mrs. Sylvan S. Swink began this prize in memory of their son, John Alan Swink, a member of the senior class of 1952. The prize was subsequently endowed by John's sister, Mrs. William Sieber, and her husband. It may be given to a member of the senior class who has shown most improvement in preaching during his or her Seminary course.

THE CHARLES J. RELLER ABIDING MEMORIAL FUND AWARD

The Neshaminy-Warwick Presbyterian Church of Hartsville, Pennsylvania, has established this award in memory of Charles J. and Caroline Z. Reller, devoted members of that congregation. The award will be granted annually to the student in any degree program who is judged by a committee appointed by the president of the Seminary as having actively exhibited great Christian concern for others in the year preceding his or her graduation.

THE JOHN T. GALLOWAY PRIZE IN EXPOSITORY PREACHING

The John T. Galloway prize is awarded, upon recommendation of the professors of homiletics, to a member of the senior class who throughout his or her years as a Master of Divinity candidate has indicated a special interest and a competence in courses in expository preaching, and who in the preaching class has delivered an unusually good expository sermon.

THE SAMUEL WILSON BLIZZARD MEMORIAL AWARD

Through the generosity of former students, colleagues, and friends, there was established in 1976 an award in memory of the Reverend Samuel Wilson Blizzard, Jr., an influential sociologist and alumnus in the class of 1939, who at the time of his death was Maxwell M. Upson Professor of Christianity and Society Emeritus, in the Seminary. It is given annually to a member of the graduating class who in the judgment of the faculty has displayed particular concern and aptitude for the social ministry of the church.

THE FRIAR CLUB AWARD

Through the generosity of the Friar Club alumni, there was established in 1977 the Friar Club Alumni Award, to be given to a member of the senior class who has contributed significantly to the life of the Seminary community.

THE EDLER GARNET HAWKINS MEMORIAL AWARD FOR SCHOLASTIC EXCELLENCE

Through the generosity of friends and former parishioners, an award has been established in memory of the Reverend Dr. Edler G. Hawkins, Moderator of the One Hundred and Seventy-Sixth General Assembly, who at the time of his death was Professor of Practical Theology and Coordinator of Black Studies in the Seminary. The recipient of this award shall be that Afro-American member of the senior class who has achieved the highest cumulative grade point average within the first fifth of the previous year's graduating class. The grant shall take the form of a credit at the Theological Book Agency.

THE KENYON J. WILDRICK AWARD

The Benevolence Committee of the Community Congregational Church of Short Hills, New Jersey, established this award in 1985 in honor of their pastor, the Reverend Kenyon J. Wildrick. Annually, this award for excellence in homiletics is presented to a student in the graduating class.

THE JOHN HAVRAN PRIZE IN CHRISTIAN EDUCATION

Through the generosity of Doris Havran, there was established in 1985 the John Havran Prize in Christian Education. This award is made annually, upon nomination by the faculty in Christian Education, to a graduating M.A. student who shows creativity and promise of excellence for the practice of educational ministry.

THE GEORGE L. RENTSCHLER PRIZE IN SPEECH COMMUNICATION

Through the generosity of the Reverend George L. Rentschler, an alumnus in the class of 1945, there has been established a prize in the area of speech communication. Annually, upon nomination by the Egner Professor of Speech, this award recognizes that person in the graduating year who has shown excellence in speech.

THE ROBERT BOYD MUNGER PRIZE IN YOUTH MINISTRY

Through the generosity of friends, there was established in 1986 a prize to honor the Reverend Dr. Robert Boyd Munger, a distinguished alumnus in the class of 1936 and an alumni/ae trustee of the Seminary from 1967 to 1970. This prize honors one who helped organize some of the first deputation teams to young people while he was a student at the Seminary, and who was

an effective communicator of the gospel to young people throughout his ministry. The award is made annually to a graduating student in either the Master of Divinity or the Master of Arts in Christian education program who has demonstrated academic achievement and has taken part in a significant ministry to teenage or college-age young people after beginning his or her seminary studies.

THE REVEREND WILLIAM ALFRED BYRD PRIZE

In 1987, Mr. Franz A. Byrd established the Reverend William Alfred Byrd Prize in memory of his father, a distinguished alumnus of the Seminary in the Class of 1894. Annually the prize is awarded to the graduating senior who has contributed in an outstanding way to the Seminary community during his or her student days.

THE PRESBYTERIAN MEDICAL CENTER OF PHILADELPHIA CLINICAL STUDIES AWARD

The Presbyterian Medical Center of Philadelphia Clinical Studies Award is given to a senior who has shown special promise in clinical studies, has completed a quarter of Basic Clinical Pastoral Education, and has been accepted into Presbyterian Medical Center of Philadelphia's nine-month residency. The award is made by the faculty on the recommendation of the Practical Theology Department.

THE AARON E. GAST AWARD IN URBAN MINISTRY

In 1986, the Aaron E. Gast Fund for Urban Ministry was established with the Presbyterian Church (U.S.A.) Foundation, with the income to go to Princeton Theological Seminary to fund an annual award in honor of the Reverend Dr. Aaron E. Gast, an alumnus in the class of 1953 and an alumni/ae trustee of the Seminary from 1971 to 1974. Dr. Gast has had an impressive ministry in urban pastorates, most notably, the First Presbyterian Church of Germantown, Pennsylvania. A former Dean of the Conwell School of Theology at Temple University, where he placed great emphasis on theological education for urban ministry, Dr. Gast retired as chairman of the Presbyterian Church (U.S.A.) Foundation in 1990. This award is made annually to a graduating senior who has a special commitment to urban ministry and has accepted a call to a parish within a major metropolitan area.

THE BRYANT M. KIRKLAND PRIZE FOR EXCELLENCE IN PRACTICAL THEOLOGY

Endowed in 1989 by Mr. and Mrs. George B. Beitzel in honor of the Reverend Dr. Bryant M. Kirkland and in appreciation of his twenty-five-year ministry at the Fifth Avenue Presbyterian Church in New York City, this prize recognizes the graduating senior who has demonstrated excellence in

the academic disciplines which compose the Department of Practical Theology and who gives promise of effective pastoral ministry as exemplified by the honoree, a distinguished alumnus in the class of 1938 and trustee emeritus of the Seminary, in his several pastorates prior to his retirement in 1987.

THE ARTHUR PAUL RECH MEMORIAL PRIZE IN THEOLOGY AND PASTORAL MINISTRY

In 1990, Mrs. Jean May Rech a trustee of the Seminary, established a prize in memory of her husband, the Reverend Dr. Arthur Paul Rech, a member of the class of 1945. This prize is to be awarded annually by the Department of Practical Theology to the graduating senior who has demonstrated academic excellence in the disciplines of practical theology and evidenced personal commitment to the practice of ministry in the life of the church.

THE DAVID B. WATERMULDER PRIZE IN CHURCH LEADERSHIP

In January 1991 the Board of Trustees announced the establishment of a prize in honor of the Reverend Dr. David B. Watermulder, Pastor Emeritus of the Bryn Mawr Presbyterian Church, Bryn Mawr, Pennsylvania, in recognition of his outstanding leadership in the Church at all levels and his dedicated service to the Seminary as a trustee and as chairman of its Board of Trustees from 1985 to 1991. Endowed by his friends, former associates, and colleagues on the Board of Trustees, this prize is to be awarded annually to the graduating senior who shows the greatest promise of exercising the quality of leadership in the Church characterized by Dr. Watermulder's distinguished ministry.

## *Senior and Middler Prizes*

THE ROBERT L. MAITLAND PRIZES IN NEW TESTAMENT EXEGESIS AND ENGLISH BIBLE

In 1890 Mr. Alexander Maitland, of New York, founded the Robert L. Maitland prizes in memory of his father. Three hundred dollars will be given for the best exegesis of a passage of the New Testament. The passage for 1992-1993 is: The Imminence of the Parousia in the New Testament: Mark 9:1.

Three hundred dollars will be given for the best essay on an assigned subject in English Bible. The topic for 1992-93 is: "What is new about the New Covenant?"

THE JOHN FINLEY MCLAREN PRIZE IN BIBLICAL THEOLOGY

By a gift of Mrs. Archibald Alexander Hodge, a prize in Biblical Theology has been established in memory of her father, Dr. John Finley McLaren. The sum of $300 will be awarded for the best essay on the assigned subject in biblical theology.

The subject for 1992-93 is: Old Testament Prophecy and New Testament Kerygma.

## *Middler Prizes*

THE BENJAMIN STANTON PRIZE IN OLD TESTAMENT

In 1890 the Reverend Horace C. Stanton, D.D., an alumnus of the Seminary founded the Benjamin Stanton prize in memory of his father, which may be awarded to a member of the middle class on the basis of excellence in the field of Old Testament without submitting a thesis.

THE E. L. WAILES MEMORIAL PRIZE IN NEW TESTAMENT

By a gift from the estate of the Reverend George Handy Wailes, D.D., an alumnus of the Seminary in the class of 1897 and a visiting professor in the institution for several years, there was established in 1968 the E. L. Wailes Memorial Prize, which may be awarded to a member of the middle class on the basis of excellence in the field of New Testament without submitting a thesis.

THE HENRY SNYDER GEHMAN AWARD IN OLD TESTAMENT

Through the generosity of the Reverend Dr. Robert E. Hansen, an alumnus of the Seminary in the class of 1943, there has been established the Henry Snyder Gehman Award in Old Testament, honoring a distinguished biblical scholar and member of this faculty who began service in the Seminary in 1930 and who in 1958 retired as the William Henry Green Professor of Old Testament Literature. Annually, this prize is awarded to a member of the middle class for excellence in the field of Old Testament without submitting a thesis.

THE ARCHIBALD ALEXANDER HODGE PRIZE IN SYSTEMATIC THEOLOGY

By a gift of Mrs. A. A. Hodge there was established in 1907 a prize in Systematic Theology in memory of her husband, the Reverend Archibald Alexander Hodge, D.D., LL.D. This award is periodically given to a member of the middle class on the basis of excellence in the field of Systematic Theology without submitting a thesis.

THE WILLIAM TENNENT SCHOLARSHIP

The Neshaminy-Warwick Church of Hartsville, Pennsylvania, has established a scholarship to be awarded to a member of the coming senior class who has shown special interest and ability in the teaching aspects of the work of the church.

THE EDWARD HOWELL ROBERTS SCHOLARSHIP IN PREACHING

Through the generosity of Mr. George M. Dunlap, Jr., the Marple Presbyterian Church of Broomall, Pennsylvania, has established an annual scholar-

ship in memory of Edward Howell Roberts who at the time of his death in 1954 was Dean of Princeton Seminary. This award is made annually by the faculty to a member of the middle class who shows promise in the field of preaching and who needs financial aid in order to continue study in this area.

THE RAYMOND IRVING LINDQUIST FELLOWSHIP IN THE PARISH MINISTRY

This fellowship, established in honor of the Reverend Dr. Raymond Irving Lindquist, an alumnus of Princeton Theological Seminary in the class of 1933, a trustee emeritus of the Seminary and minister emeritus of the Hollywood First Presbyterian Church, will be given to a rising senior each year who has been judged outstanding in his or her gifts and preparation for the parish ministry and is planning a career as a pastor. The fellowship will be awarded by the faculty on the recommendation of the Director of Field Education.

# Events, Activities, and Publications ~

## STUDENT GOVERNMENT

All regularly admitted students with the exception of doctoral candidates are considered members of the student body of Princeton Theological Seminary for the purpose of conducting the affairs of student government. An elected Student Government, and a Planning Board with membership drawn from each of the student organizations, establish the budget and direct the programs of student organizations.

The primary purposes of the Student Government, as set forth in its constitution are:

- ~ To coordinate student activities and concerns
- ~ To represent the students in contacts with the faculty and administration
- ~ To facilitate student involvement in non-Seminary organizations and interests

## KOINONIA

Koinonia is a society composed of students who are working toward the degree of Doctor of Philosophy. Meetings are held from time to time during the academic year, at which diverse themes of theological interest are discussed.

## SPECIAL LECTURESHIPS

Six lectureships have been endowed which, through the publication of the lectures as delivered or in expanded form, have been productive of a considerable body of theological and missionary literature.

### THE STONE LECTURESHIP

In 1871, Levi P. Stone, Esq., of Orange, New Jersey, a director and also a trustee of the Seminary, created the foundation for a lectureship which, in accordance with his direction, has been applied annually since 1883 to the payment of a lecturer, chosen by the faculty of the Seminary, who delivers a course of lectures upon some topic kindred to theological studies. In the years 1903 and 1906 the endowment was increased through the generosity of Mr. Stone's sisters. The Stone Lectures for 1992-93 will be delivered by Dr. William C. Placher, Professor of Philosophy and Religion at Wabash College, the week of February 15, 1993, on the theme "Narratives of a Vulnerable God."

### THE STUDENTS' LECTURESHIP ON MISSIONS

The Students' Course of Lectures on Foreign Missions had its inception in the minds of the undergraduates of the Seminary, and its endowment was secured largely by their efforts, liberally supported by the Reverend James S. Dennis, D.D. The Lectureship was established in 1893. It is designed to provide for an annual course of lectures on some topic connected with Christian missions which shall be of practical importance for those looking forward to missionary service abroad, and at the same time introduce the whole Seminary community to the world mission of the church. Dr. Kortright Davis, Professor of Theology at Howard University Divinity School, will give the Missions Lectures for the 1992-93 academic year, in October 1992.

### THE WARFIELD LECTURESHIP

In the will of Dr. Benjamin B. Warfield, former professor of systematic theology in the Seminary, a fund was created to establish a lectureship in memory of Mrs. Warfield, to be called the Annie Kinkead Warfield Lectureship. In accordance with the terms of the trust, the lecturer on this foundation shall be approved by the faculty of the Seminary, upon the nomination of the

Charles Hodge Professor of Systematic Theology. Each lecturer shall belong to the Reformed tradition in theology, and "the subject of the lectures shall in all cases be some doctrine or doctrines of the Reformed system of doctrine." Dr. Colin E. Gunton, Professor of Christian Doctrine at King's College, London, England, will give the Warfield Lectures for the 1992-93 academic year, the week of March 29, 1993.

THE REVEREND ALEXANDER THOMPSON MEMORIAL LECTURE

In honor of the Reverend Alexander Thompson of the class of 1909 there was established a lectureship dealing broadly with "some aspect of the Bible." The lecturer, selected by the faculty of the Seminary, presents a single address during the month of March. Dr. Carol A. Newsom, Associate Professor of Old Testament at Candler School of Theology of Emory University, will give the Alexander Thompson Lecture for the 1992-93 academic year on March 15, 1993.

THE FREDERICK NEUMANN MEMORIAL LECTURE

Established in 1983 by Dr. Edith Neumann in memory of her husband, this annual lecture is on a theme appropriate to the broad theological interests of Dr. Frederick Neumann (1899-1967) — philosopher, biblical scholar, missionary, and pastor. The lecturer, selected by the faculty of the Seminary, delivers a single address during one of the academic terms. The Newmann Lecture for 1992-93 is to be delivered on November 4, 1992, by Dr. Sandra M. Schneiders, Professor of New Testament and Spirituality at the Jesuit School of Theology at Berkeley.

THE DONALD MACLEOD-SHORT HILLS COMMUNITY CONGREGATIONAL CHURCH PREACHING LECTURE SERIES

An endowed lectureship in preaching has been established at the Seminary by the Community Congregational Church of Short Hills, New Jersey, in honor of Dr. Donald Macleod, Francis Landey Patton Professor of Preaching and Worship Emeritus. The Macleod Lecture Series will be inaugurated October 19-20, 1992, by Dr. David G. Buttrick, Professor of Homiletics and Liturgics at Vanderbilt University Divinity School, on the theme "Homiletics: The Search for a New Paradigm" and will feature, on a biennial basis, two or three lectures by an outstanding preacher or teacher of preachers.

## PUBLICATIONS

THE PRINCETON SEMINARY BULLETIN

This publication, issued three times a year, contains addresses delivered to the Seminary community by visiting lecturers, scholarly articles by members

of the faculty, sermons, book reviews, and special program notices. *The Bulletin* is distributed free of charge among all alumni/ae and is sent to seminary libraries, church-related colleges, and on an exchange basis with many similar quarterlies. All inquiries should be addressed to:

Editor
Princeton Seminary Bulletin
CN821
Princeton, NJ 08542-0803

ALUMNI/AE NEWS

Issued four times a year by the Office of Communications/Publications *Alumni/ae News* is distributed without charge to all former students of Princeton Seminary. The magazine features articles on campus events, the developing program of the Seminary, and the activities of graduates and members of the current Seminary community.

THEOLOGY TODAY

Published continuously since 1944, *Theology Today* has become one of the most widely circulated and influential religious quarterlies in the world. Although not an official organ of Princeton Theological Seminary, *Theology Today* continues the distinguished tradition of the older *Princeton Review*. It attempts to provide wide-ranging, reflective articles on contemporary trends in theology, church, and society. The Editorial Council includes men and women of scholarly distinction. For information regarding the journal and subscriptions write:

Theology Today
Box 29
Princeton, NJ 08542

KOINONIA JOURNAL

Published by doctoral students at Princeton Theological Seminary, *Koinonia Journal* is intended to promote interdisciplinary discussion and the exploration of new and emerging areas and issues in the study of religion. The journal is published semi-annually. Contributions by authors affiliated with other academic institutions are welcome, with a clear preference for doctoral candidates. Style specifications available on request.

# STUDENTS IN THE SEMINARY

June 1991-May 1992

*Stuart Hall — Constructed in 1876*

# Visiting Scholars ~

Ernest Theodore Bachmann, Ph.D.
PRINCETON JUNCTION, NEW JERSEY

Marvin M. Bergman, Ph.D.
SEWARD, NEBRASKA

Michael Bihary, Mag. Theol.
PRAGUE, CZECHOSLOVAKIA

Guy C. Carter, Ph.D.
HAMELN, GERMANY

Ellen T. Charry, Ph.D.
MAPLEWOOD, NEW JERSEY

Yasao Carl Furuya, Th.M.
TOKYO, JAPAN

Carl H. Geores, Jr., B.D.
MONMOUTH, MAINE

Elisabeth A. Gerle, M.A.
LINDINGO, SWEDEN

C. Thomas Hilton, D.Min.
PRINCETON, NEW JERSEY

Roberta Wells Imre, Ph.D.
STATEN ISLAND, NEW YORK

Carlton T. James, Ph.D.
EAST WINDSOR, NEW JERSEY

Cleo McNelly Kearns, Ph.D.
HIGHLAND PARK, NEW JERSEY

Young-Il Kim, Th.M.
KUNGKI-DO, KOREA

Ernst-August Kuchler, Ph.D.
KRONBERG, GERMANY

Nicolaas E. Lamprecht, B.Th.
PRETORIA, SOUTH AFRICA

Susan Hardman Moore, Ph.D.
EDINBURGH, SCOTLAND

Miriam Murphy, S.N.D., Ph.D.
PRINCETON, NEW JERSEY

Malan Nel, D.D.
PRETORIA, SOUTH AFRICA

Ian S. Williams, D.Min.
VICTORIA, AUSTRALIA

Timothy L. Wilt, Ph.D.
HOUGHTON, NEW YORK

Deborah P. Wolfe, Ed.D
CRANFORD, NEW JERSEY

Jeffrey C. Wood, D.Min.
GLEN ROCK, NEW JERSEY

Mahn Yol Yi, Ph.D.
SEOUL, KOREA

# Degree Candidates ~

## CANDIDATES FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

### *Enrolled 1991-1992*

Johnny Butros Awwad
BEIRUT, LEBANON
B.Th., Near East School of Theology, 1986; M.Div., 1988

Michelle Joanne Bartel
FREEVILLE, NEW YORK
A.B., Calvin College, 1986
M.Div., Princeton Theological Seminary, 1990

Roberto Bittencourt, Jr.
NATAL, RN, BRAZIL
Th.B., Word of Life Biblical Seminary, 1978
M.Div., Columbia Theological Seminary, 1989

Craig Douglas Bowman
SANTA BARBARA, CALIFORNIA
A.B., University of California, Santa Barbara, 1974
M.Div., Princeton Theological Seminary, 1990

Carolyn Call Breese
ITHACA, NEW YORK
B.S., Cornell University, 1986
M.Div., Colgate Rochester/Bexley Hall/Crozer, 1990

Carlos F. Cardoza-Orlandi
RIO PIEDRAS, PUERTO RICO
B.A., University of Puerto Rico, 1985
M.Div., Evangelical Seminary of Puerto Rico, 1987

Wai-Tung Cho
KOWLOON, HONG KONG
Dipl., Hong Kong Baptist College, 1986
M.Div., Hong Kong Baptist Theological Seminary, 1987

Kenda Creasy Dean
CHESTER SPRINGS, PENNSYLVANIA
B.S.Ed., Miami University, Ohio, 1980
M.Div., Wesley Theological Seminary, 1988

Bradley James Elliot
HANCOCK, NEW YORK
A.B., Houghton College, 1986
M.Div., Princeton Theological Seminary, 1990

Eric Eugene Elnes
MERCER ISLAND, WASHINGTON
B.A., Whitman College, 1986
M.Div., Princeton Theological Seminary, 1991

Mark Keith George
BELLEVUE, WASHINGTON
A.B., University of Washington, 1984
M.Div., Princeton Theological Seminary, 1989

Michael Thomas Girolimon
CHICAGO, ILLINOIS
B.A., Central Bible College, 1981
M.Div., Princeton Theological Seminary, 1991

Gregory Glover
DYERSBURG, TENNESSEE
B.A., Union University, Tennessee, 1988
M.Div., Princeton Theological Seminary, 1991

William Norman Alexander Greenway, Jr.
HOUGHTON, NEW YORK
A.B., Houghton College, 1986
M.Div., Princeton Theological Seminary, 1989

Deborah Lynn Hannay
WESTERLO, NEW YORK
A.B., Dartmouth College, 1988
M.Div., Princeton Theological Seminary, 1991

Gary Neal Hansen
TACOMA, WASHINGTON
A.B., University of Washington, 1983
M.Div., Princeton Theological Seminary, 1987

Young Hoon Hwang
PASADENA, CALIFORNIA
Dipl., Hankuk University of Foreign Studies, 1982
M.Div., Fuller Theological Seminary, 1988

Kyoung-chul Jang
SEOUL, KOREA
B.A., Seoul National University, 1985
M.Div., Presbyterian Theological Seminary, Seoul, 1988

Eun Joo Kim
WAYNE, PENNSYLVANIA
A.B., Ewha Womans University, 1984
M.Div., Princeton Theological Seminary, 1991

Beth Yvonne Langstaff
MINNETONKA, MINNESOTA
B.A., Saint Paul Bible College, 1986
M.Div., Bethel Theological Seminary, 1991

Mary Ellen Lantzer
KALKASKA, MICHIGAN
B.R.E., Great Lakes Bible College, 1982
M.A.R., Emmanuel School of Religion, 1990

Cleophus James LaRue, Jr.
CORPUS CHRISTI, TEXAS
A.B., Baylor University, 1978
M.Div., Princeton Theological Seminary, 1990

Hak-Joon Lee
TAEJON, KOREA
B.L., Chungnam National University, 1981
M.Div., Princeton Theological Seminary, 1990

Kyoo-Min Lee
SEOUL, KOREA
B.A., Korea University, 1985
M.Div., Presbyterian Theological Seminary, Seoul, 1988

Morag Anne Logan
ASPENDALE, AUSTRALIA
B.Sc.(Hons), University of Melbourne, 1984
B.D., Melbourne College of Divinity, 1987

Dominic Kevin McNeir
DECATUR, GEORGIA
A.B., University of Michigan, 1982
M.Div., Emory University, 1990

Carolyn Antablin Miles
BERKELEY, CALIFORNIA
B.A., University of California, Berkeley, 1983
M.Div., Princeton Theological Seminary, 1991

Munetsugu Minaga
TOKYO, JAPAN
B.A., Sophia University, 1981
B.Th., Tokyo Union Theological Seminary, 1983

Ken Christoph Miyamoto
YOKOHAMA, JAPAN
B.A., Tokyo University of Foreign Studies, 1978
M.Div., Pittsburgh Theological Seminary, 1989

James Allen Moos
STREETER, NORTH DAKOTA
A.B., Seattle Pacific University, 1983
M.Div., Princeton Theological Seminary, 1986

John Wesley Morrison
THOROFARE, NEW JERSEY
B.A., West Chester University of Pennsylvania, 1977
M.Div., Eastern Baptist Theological Seminary, 1983

Stephen Zenas Perisho
BOISE, IDAHO
A.B., George Fox College, 1984
M.Div., Princeton Theological Seminary, 1990

Wioleta Dorota Polinska
WARSAW, POLAND
Dipl., University of Warsaw, 1986
M.Div., Bethel Theological Seminary, 1991

Ute Susanne Possekel
HAMBURG, GERMANY
University of Hamburg

Stephen Wayne Ramp
FRANKLIN, TENNESSEE
A.B., College of William and Mary, 1971
M.Div., Princeton Theological Seminary, 1990

Andre Resner, Jr.
KILLEEN, TEXAS
A.B., Pepperdine University, 1980
M.Div., Princeton Theological Seminary, 1988

Cynthia Lynn Rigby-Greenway
WEST ISLIP, NEW YORK
A.B., Brown University, 1986
M.Div., Princeton Theological Seminary, 1989

Jeyachandran David Singh
MADRAS, INDIA
B.A., University of Madras, 1974
B.D., Serampore University, 1978

Wesley Warren Smith II
VALLEY FORGE, PENNSYLVANIA
A.B., Evangel College, 1983
M.Div., Princeton Theological Seminary, 1987

Chandrashekar Soans
BANGALORE, INDIA
B.Th., Serampore University, 1976; B.D., 1979

Angella Mikyong Pak Son
MINNEAPOLIS, MINNESOTA
B.S.B., University of Minnesota, 1981
M.Div., Princeton Theological Seminary, 1989

Steve Douglas Sullivan
MABELVALE, ARKANSAS
B.A., Baylor University, 1986
M.Div., Midwestern Baptist Theological Seminary, 1990

Andrew Graham Vaughn
MONTREAT, NORTH CAROLINA
B.A., Davidson College, 1987
M.Div., Princeton Theological Seminary, 1991

Dana Rogan Wright
SEATTLE, WASHINGTON
B.A., University of Washington, 1974
M.Div., Fuller Theological Seminary, 1981

Cheryl Anne Wuensch
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B.A., Rutgers University, 1986
M.Div., Yale University Divinity School, 1991

Sung Bihn Yim
SEOUL, KOREA
Th.B., Presbyterian College and Theological Seminary, Seoul, 1982; M.Div., 1985

## *Other Current Candidates*

Craig D. Atwood
B.A. University of North Carolina, 1983
M.Div., Moravian Theological Seminary, 1987

Habib Badr
A.B., American University of Beirut, 1972
M.Div., Yale University Divinity School, 1975

Steven Richard Bechtler
A.B., Oral Roberts University, 1982
M.Div., Fuller Theological Seminary, 1986

Amanda Lee Berry Wylie
A.B., Duke University, 1981
M.Div., Duke University Divinity School, 1984

Kathleen Diane Billman
A.B., Muskingum College, 1972
M.Div., Princeton Theological Seminary, 1977

Walter Carroll Bouzard, Jr.
B.A., University of Texas at Austin, 1976
M.Div., Luther Northwestern Theological Seminary, 1980

Nancy Ruth Bowen
A.B., University of California, San Diego, 1978
M.Div., School of Theology at Claremont, 1985

Scott Arthur Bruzek
A.B., Stanford University, 1979
M.Div., Concordia Seminary, St. Louis, 1985

Bonnie Lee Leslie Burnett
A.B., McMaster University, 1974
M.Div., Atlantic School of Theology, 1977

Kimberly Parsons Chastain
A.B., College of Wooster, 1980
M.Div., Pittsburgh Theological Seminary, 1985

Yang-en Cheng
B.A., National Chung-Hsing University, 1979
M.Div., Taiwan Theological College, 1984

Carol Jean Cook
A.B., Hope College, 1976
M.Div., Princeton Theological Seminary, 1985

Michael Thomas Davis
A.B., Saint Mary's Seminary and University, 1978; M.A., 1982

Linda Marie Day
A.B., Harvard University, 1985
M.A.R., Eastern Baptist Theological Seminary, 1987

Kathryn Lee De Witt
B.A., Hope College, 1985
M.Div., Colgate Rochester/Bexley Hall/Crozer, 1988

Elisa Carol Diller
A.B., University of Delaware, 1977
M.Div., Princeton Theological Seminary, 1987

Susan Jane Dunlap
A.B., University of California, San Diego, 1978
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Brian Janeway Fitzgerald
B.A., Bethel College, Indiana, 1984
M.Div., Lutheran School of Theology, Chicago, 1988

Janet Ann Brisco Flagg
A.B., Vanderbilt University, 1973
M.Div., Columbia Theological Seminary, 1981

David Milton Freedholm
B.A., Gustavus Adolphus College, 1983
M.Div., North Park Theological Seminary, 1988

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A.B., Dartmouth College, 1981
M.T.S., Harvard Divinity School, 1987

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A.B., University of Wisconsin, 1972
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Antoinette Irene Goodwin
B.S., Springfield College, Massachusetts, 1973
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Nancy Joy Gorsuch
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A.B., Gettysburg College, 1972
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Paul Ara Haidostian
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M.Div., Near East School of Theology, 1987

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A.B., Saint Olaf College, 1983
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B.A. (Hons), University of Tasmania, 1974
B.D.(Hons), University of London, 1979

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A.B., Austin College, 1973
M.Div., Austin Presbyterian Theological Seminary, 1977

Yo-Han Hyun
A.B., Presbyterian Theological Seminary, Seoul, 1978; M.Div., 1980

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A.B., Macalester College, 1970
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B.A., Goshen College, 1977
M.Div., Goshen Biblical Seminary, 1984

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B.A., Saint Olaf College, 1986
M.Div., Yale University Divinity School, 1989

David Morgan Joynt
A.B., Lehigh University, 1982

Cynthia Ann Jurisson
A.B., Augustana College, South Dakota, 1980
M.Div., Luther Northwestern Theological Seminary, 1985

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B.A., Wake Forest University, 1983
M.Div., Westminster Theological Seminary, 1987

William Theodore Kosanovich, Jr.
A.B., Lafayette College, 1977
M.Div., Princeton Theological Seminary, 1980

Allan Clifton Lane
A.B., University of Toronto, 1986
M.Div., Princeton Theological Seminary, 1989

Jung-Sook Lee
B.A., Ewha Womans University, 1982
M.Div., Asian Center for Theological Studies and Mission, Seoul, 1986

John Gary LeMond
A.B., University of South Florida, 1974
M.Div., Luther Northwestern Seminary, 1981

George Peter Liacopulos
B.A., Bates College, 1983
M.Div., Holy Cross Greek Orthodox School of Theology, 1986

Gregory William Love
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M.Div., Princeton Theological Seminary, 1988

Robert Keith Martin
A.B., Louisiana College, 1981
M.Div., Princeton Theological Seminary, 1985

Alyce Mundi McKenzie
A.B., Bryn Mawr College, 1977
M.Div., Duke University Divinity School, 1980

Thelma Megill-Cobbler
A.B., Gettysburg College, 1976
M.Div., Lutheran Theological Seminary, Philadelphia, 1980

Cynthia Sexton Miller
A.B., Duke University, 1978
M.Div., Princeton Theological Seminary, 1983

Douglas Brent Miller
B.L.A., Oral Roberts University, 1977
M.Div., Goshen Biblical Seminary, 1988

Catherine Lynn Nakamura
A.B., Susquehanna University, 1978
M.Div., Lutheran Theological Seminary, Philadelphia, 1983

Nyambura Jane Njoroge
B.D., Saint Paul's United Theological College, Kenya, 1980
M.A., Louisville Presbyterian Theological Seminary, 1985

Salatiel Palomino-Lopez
L.Th., Presbyterian Theological Seminary, Mexico, 1965
A.B., Rider College, 1975

Garry Otis Parker
A.B., Taylor University, 1964
M.Div., Asbury Theological Seminary, 1968

Bonnie Lynn Goding Pattison
A.B., Bethel College, Minnesota, 1981
M.Div., Bethel Theological Seminary, 1986

Daniel Bryan Reese
A.B., Whitworth College, 1984
M.Div., Princeton Theological Seminary, 1986

Raymond Hubert Reimer
B.A., Bethel College, Kansas, 1976
M.Div., Mennonite Biblical Seminary, 1983

Don Carl Richter
A.B., Davidson College, 1978
M.Div., Princeton Theological Seminary, 1981

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A.B., North Carolina Central University, 1980
M.Div., Southeastern Baptist Theological Seminary, 1983

Kenneth James Ross
A.B., Lafayette College, 1972
M.Div., Andover Newton Theological School, 1978

Kenneth Irwin Rothman
A.B., New York University, 1960
M.Div., Princeton Theological Seminary, 1989

Reinhilde Ute Friedegard Ruprecht
Mag. Theol., University of Erlangen, 1988

Gordon John Schultz
A.B. North Park College, 1970
M.Div., Princeton Theological Seminary, 1973

Donald Reid Schweitzer
A.B., University of Toronto, 1979
M.Div., Queen's University, Canada, 1982

Raymond Mark Shipp
A.B., Pepperdine University, 1977
M.Div., Princeton Theological Seminary, 1988

Scott Richard Austin Starbuck
A.B., Whitworth College, 1985
M.Div., Princeton Theological Seminary, 1988

Andrea Louise Sterk
A.B., Columbia University, 1979
M.T.S., Regent College, 1988

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A.B., Pikeville College, 1981
M.Div., Princeton Theological Seminary, 1984

Loren Theo Stuckenbruck
A.B., Milligan College, 1981
M.Div., Princeton Theological Seminary, 1986

Oscar Susmirano Suarez
Th.B., Union Theological Seminary, Cavite, 1976
A.B., Philippine Christian University, 1980

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A.B., Rutgers University, 1977
M.Div., Princeton Theological Seminary, 1980

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A.B., Hope College, 1976
M.Div., Western Theological Seminary, 1981

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B.A., Western Michigan University, 1978
M.Div., Calvin Theological Seminary, 1986

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M.Div., Princeton Theological Seminary, 1984

Leonora Tubbs Tisdale
A.B., University of North Carolina, 1973
D.Min., Union Theological Seminary, Virginia, 1979

Leanne Van Dyk
A.B., Calvin College, 1977
M.Div., Calvin Theological Seminary, 1987

Thomas Worth Walker
B.S., Davidson College, 1984
M.Div., Columbia Theological Seminary, 1989

Harold Cox Washington
A.B., College of William and Mary, 1978
M.Div., Princeton Theological Seminary, 1983

John Wilfred Webster
A.B., University of South Africa, 1974; Th.B.(Hons), 1979

James Bradley Wigger
B.S., Southeast Missouri State University, 1981
M.Div., Louisville Presbyterian Theological Seminary, 1984

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A.B., Temple University, 1965
M.Div., Princeton Theological Seminary, 1982

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EDINBURGH, SCOTLAND
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B.D., Baptist Theological Seminary, Switzerland, 1975

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B.A., Acadia University, 1971; M.Div., 1974

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EAST BEND, NORTH CAROLINA
B.S., Columbus College, Georgia, 1980
M.Div., Duke University Divinity School, 1983

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MATTHEWS, NORTH CAROLINA
A.B., University of Illinois, 1973
M.Div., McCormick Theological Seminary, 1976

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FERRUM, VIRGINIA
B.A., West Virginia Wesleyan College, 1976
M.Div., Duke University Divinity School, 1979

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OWEN SOUND, ONTARIO, CANADA
B.A.(Hons), McMaster University, 1971
M.Div., Knox College, 1974

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CINCINNATI, OHIO
A.B., Hobart and William Smith Colleges, 1975
M.Div., Yale University Divinity School, 1978

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FARMINGDALE, NEW JERSEY
B.S., University of Tennessee, 1974
M.Div., Princeton Theological Seminary, 1982

Richard Early
SOUDERTON, PENNSYLVANIA
B.S., James Madison University, 1974
M.Div., Wesley Theological Seminary, 1979

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BENSALEM, PENNSYLVANIA
A.B., Dartmouth College, 1976
M.Div., Princeton Theological Seminary, 1986

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PRINCETON, NEW JERSEY
B.A. Columbia University, 1969
M.A., Jewish Theological Seminary, 1972

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EVANSTON, ILLINOIS
A.B., Indiana University, Indiana, 1970
M.Div., McCormick Theological Seminary, 1973

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NEW YORK CITY, NEW YORK
A.B., Miami University, Ohio, 1964
M.Div., Union Thological Seminary, New York, 1985

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LAGUNA HILLS, CALIFORNIA
A.B., California State University, Long Beach, 1978
M.Div., Princeton Theological Seminary, 1982

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MISSISSAUGA, ONTARIO, CANADA
B.A., Waterloo University College, 1963
M.Div., Waterloo Lutheran Seminary, 1971

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REGINA, SASKATCHEWAN, CANADA
B.R.E., Briercrest Bible College, 1981; M.A.C.M., 1987

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HICKORY, NORTH CAROLINA
B.A., Furman University, 1981
M.Div., Southeastern Baptist Theological Seminary, 1984

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ROSWELL, GEORGIA
B.A., Lehigh University, 1968
M.Div., Protestant Episcopal Theological Seminary, Virginia, 1971

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B.A., Wake Forest University, 1983
M.Div., Duke University Divinity School, 1988

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ATHENS, TENNESSEE
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M.Div., Yale University Divinity School, 1976

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MENDHAM, NEW JERSEY
B.A., Erskin College, 1974
M.Div., Princeton Theological Seminary, 1977

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M.Div., Yale University Divinity School, 1983

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M.Div., Pittsburgh Theological Seminary, 1981

## *Other Current Enrollment*

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A.B., University of Virginia, 1966
S.T.B., General Theological Seminary, 1969

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A.B., Denison University, 1966
M.Div., Princeton Theological Seminary, 1969

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B.A., Ohio Northern University, 1973
M.Div., Wartburg Theological Seminary, 1977

Jerome Woods Berryman II
A.B., University of Kansas, 1959
B.D., Princeton Theological Seminary, 1962

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A.B., University of New Mexico, 1969
M.Div., Luther Northwestern Theological Seminary, 1973

Craig Alan Boehlke
A.B., Capital University, Ohio, 1969
M.Div., Trinity Lutheran Seminary, 1973

Deborah Genevieve Anntoinette Brincivalli
A.B., Fort Lewis College, 1976
M.Div., Princeton Theological Seminary, 1985

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B.A., Kenyon College, 1977
M.Div., McCormick Theological Seminary, 1985

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A.B., Stetson University, 1974
M.Div., Duke University Divinity School, 1981

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B.S., Mankato State University, 1966
M.Div., United Theological Seminary of the Twin Cities, 1978

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A.B., Saint Olaf College, 1956
B.D., Wartburg Theological Seminary, 1961

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M.Div., Tainan Theological College, 1977

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A.B., University of Richmond, 1965
B.D., Princeton Theological Seminary, 1968

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Dipl., Presbyterian Theological Seminary, Mexico, 1951
S.T.M., University of Edinburgh, 1975

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A.B., University of North Carolina, 1962
M.Div., University of the South, 1967

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B.D., Calvin Theological Seminary, 1976

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A.B., Thiel College, 1970
M.Div., Lutheran School of Theology, Chicago, 1974

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B.S., University of Maryland, 1969
M.Div., Protestant Episcopal Theological Seminary, Virginia, 1972

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A.B., Univerity of Texas, 1962
B.D., Princeton Theological Seminary, 1964

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B.D., Harvard Divinity School, 1971

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B.D., Emmanuel College, Toronto, 1964

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A.B., Grove City College, 1969
M.Div., Princeton Theological Seminary, 1972

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A.B., Cascade College, 1955
M.Div., Fuller Theological Seminary, 1958

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A.B., Eastern College, 1975
M.Div., Princeton Theological Seminary, 1978

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A.B., Wake Forest University, 1965
S.T.B., General Theological Seminary, 1968

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A.B., Central Methodist College, 1959
M.Div., Garrett-Evangelical Theological Seminary, 1963

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B.A., University of the South, 1962
S.T.B., General Theological Seminary, 1967

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A.B., Don Bosco College, New Jersey, 1965
S.T.M., Saint Mary's Seminary and University, 1972

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A.B., Maryville College, 1957
M.Div., Princeton Theological Seminary, 1966

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A.B., Bethel College, Minnesota, 1967
M.Div., Bethel Theological Seminary, 1971

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M.Div., United Theological Seminary, Ohio, 1982

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A.B., Westminster College, Pennsylvania, 1960
B.D., Princeton Theological Seminary, 1963

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M.Div., Harvard Divinity School, 1979

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A.B., Saint Mary's Seminary and University, 1956; S.T.B., 1958

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M.Div., Princeton Theological Seminary, 1976

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A.B., Emory University, 1958
M.Div., Fuller Theological Seminary, 1964

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A.B., College of Wooster, 1976
M.Div., Princeton Theological Seminary, 1980

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A.B., Holy Redeemer College, 1969
M.Div., Mount Saint Alphonsus Seminary, 1972

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A.B.,Greenville College, Illinois, 1978
M.Div., Princeton Theological Seminary, 1982

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A.B., Whittier College, 1971
M.Div., Princeton Theological Seminary, 1974

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A.B., King's College, New York, 1956
B.D., Eastern Baptist Theological Seminary, 1962

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A.B., Valdosta State College, 1970
M.Div., Princeton Theological Seminary, 1981

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A.B., Grove City College, 1974
M.Div., McCormick Theological Seminary, 1978

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A.B., University of North Carolina, 1978
M.Div., Princeton Theological Seminary, 1981

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A.B., Saint Joseph's Seminary, New York, 1969; M.Div., 1972

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A.B., Muhlenberg College, 1972
M.Div., Princeton Theological Seminary, 1976

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B.A., University of Massachusetts, 1973
M.Div., Gordon-Conwell Theological Seminary, 1979

Jonathan Edwin Miller
A.B., Trinity College, Connecticut, 1971
M.Div., Princeton Theological Seminary, 1977

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A.B., University of Redlands, 1975
M.Div., Princeton Theological Seminary, 1978

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B.S., Bloomsburg University of Pennsylvania, 1969
M.Div., Colgate Rochester/Bexley Hall/Crozer, 1973

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A.B., Jamestown College, 1976
M.Div., Princeton Theological Seminary, 1980

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A.B., Friends University, 1971
M.Div., Earlham School of Religion, 1977

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A.B., Syracuse University, 1953
M.Div., Yale University Divinity School, 1956

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A.B., Wake Forest University, 1975
M.Div., Protestant Episcopal Theological Seminary, Virginia, 1979

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A.B., Davidson College, 1979
M.Div., Princeton Theological Seminary, 1983

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A.B., California Baptist College, 1972

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A.B., University of Iowa, 1977
M.Div., Princeton Theological Seminary, 1981

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A.B., Phillips University, 1965
B.D., Perkins School of Theology, 1968

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A.B., Occidental College, 1957
B.D., Union Theological Seminary, New York, 1961

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A.B., Carthage College, 1956
B.D., Hamma Divinity School, 1959

Robert Louis Seaman
A.B., College of Wooster, 1957
M.Div., Union Theological Seminary, New York, 1960

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A.B., Gardner-Webb College, 1974
M.Div., Southern Baptist Theological Seminary, 1980

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A.B., University of Dublin, 1958
Dipl.Ed., Queen's University, Belfast, 1961

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B.S., West Chester University, 1963
B.D., Princeton Theological Seminary, 1968

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A.B., Davidson College, 1961
B.D., Princeton Theological Seminary, 1964

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B.S., Western Michigan University, 1958
B.D., Christian Theological Seminary, 1962

Richard Harry Stearns
A.B., Colgate University, 1954
B.D., Princeton Theological Seminary, 1960

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A.B., College of Wooster, 1960
M.Div., Princeton Theological Seminary, 1963

Larry Gordon Suntken
A.B., Central College, Iowa, 1959
B.D., New Brunswick Theological Seminary, 1962

Leslie Gene Svendsen
A.B., Augustana College, South Dakota, 1964
B.D., Luther Northwestern Theological Seminary, 1968

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A.B., Duke University, 1975
M.Div., Princeton Theological Seminary, 1980

Susan Louise Thornton
A.B., Rhodes College, 1968
M.Div., Union Theological Seminary, New York, 1973

Almus Morse Thorp, Jr.
A.B., Amherst College, 1963
M.Div., Union Theological Seminary, New York, 1966

William Henry Todd, Jr.
A.B., Davidson College, 1963
B.D., Union Theological Seminary, Virginia, 1968

James Christopher Torrey
A.B., College of Wooster, 1974
M.Div., Andover Newton Theological School, 1978

Randall Tremba
A.B., Wheaton College, Illinois, 1969
M.Div., Fuller Theological Seminary, 1973

Noel Dean Vanek
B.A., Kenyon College, 1974
M.Div., Union Theological Seminary, New York, 1979

Zoltan Istvan Vass
Dipl., United Reformed Theological Institution at University Level, Cluj, 1979

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A.B., Presbyterian College, South Carolina, 1965
M.Div., Columbia Theological Seminary, 1971

Robert John Weingartner
B.A., Oral Roberts University, 1979
M.Div., Pittsburgh Theological Seminary, 1982

Charles Bernard Weiser
A.B., Mount Saint Mary's College, 1962
Dipl., Mount Saint Mary's Seminary, 1966

James Howard Wells
A.B., University of California, Santa Barbara, 1973
M.Div., Princeton Theological Seminary, 1977

Stephen Paul Wende
B.A., University of Texas, 1973
M.Div., Yale University Divinity School, 1976

Robert Allen Wierenga
B.S., Grand Valley State Colleges, 1973
M.Div., Western Theological Seminary, 1978

Daniel Charles Wilkers
A.B., Rutgers University, 1970
M.Div., Union Theological Seminary, Virginia, 1974

David Paul Wilson
B.S., Olivet Nazerene College, 1972
M.Div., Nazerene Theological Seminary, 1979

Victoria Ann Wood Parrish
B.M., DePauw University, 1972
M.Div., Princeton Theological Seminary, 1976

Joseph Windsor Woods
A.B., Hope College, 1959
B.D., New Brunswick Theological Seminary, 1962

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A.B., Mount Saint Mary's College, 1962
Dipl., Mount Saint Mary's Seminary, 1966

## CANDIDATES FOR THE DEGREE OF MASTER OF THEOLOGY

### *Enrolled 1991-1992*

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POINT PLEASANT, NEW JERSEY
A.B., Rutgers University, 1978
M.Div., Asbury Theological Seminary, 1983

Esther Amartey-Amarh
ACHIMOTA, GHANA
B.A.(Hons), University of Ghana, 1989

Joseph Anandashekhar
BANGALORE, INDIA
B.D., Serampore University, 1977

Roberta Ryan Arrowsmith
TRENTON, NEW JERSEY
B.A., Trenton State College, 1988
M.Div., Princeton Theological Seminary, 1991

Robert William Bellin, Jr.
LARGO, FLORIDA
B.A., Oral Roberts University, 1988
M.Div., Princeton Theological Seminary, 1991

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SEOUL, KOREA
B.A., Yonsei University, 1987
M.Div., Drew University School of Theology

Christopher Jerome Carter
SPRINGFIELD, MASSACHUSETTS
B.A., Denison University, 1988
M.Div., Princeton Theological Seminary, 1991

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CHINO HILLS, CALIFORNIA
B.M., Hanyang University, 1976
M.Div., Fuller Theological Seminary, 1989

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BRISTOL, PENNSYLVANIA
Dipl., Sung Kyul Theological Seminary, 1980
M.Div, Southern Baptist Theological Seminary, 1987

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SAN ANSELMO, CALIFORNIA
Dipl., Tae-Jon Presbyterian Theological Seminary, 1986
M.Div., San Francisco Theological Seminary, 1991

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CHICAGO, ILLINOIS
B.S., Sogang University, 1975
M.Div., McCormick Theological Seminary, 1985

Sang Kong Choi
JACKSON HEIGHTS, NEW YORK
B.Th., Methodist Theological Seminary, Korea, 1986
M.Div., Drew University School of Theology, 1991

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SEOUL, KOREA
Th.B., Presbyterian College and Theological Seminary, Seoul, 1981; M.Div., 1987

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FORT WORTH, TEXAS
B.F.A., Parsons School of Design, 1986
M.Div., Southwestern Baptist Theological Seminary, 1991

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SEOUL, KOREA
B.A., Ewha Womans University, 1985
M.Div., Saint Paul School of Theology, 1990

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BALTIMORE, MARYLAND
B.A., Bennett College, 1956
M.Div., Princeton Theological Seminary, 1991

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POTOSI, MISSOURI
B.A., Southwest Baptist College, 1973
M.Div., Southern Baptist Theological Seminary, 1976

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DENVER, COLORADO
B.S., University of Missouri, Columbia, 1981
M.Div., Princeton Theological Seminary, 1991

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MELROSE PARK, PENNSYLVANIA
A.B., Temple University, 1982
M.Div., Princeton Theological Seminary, 1987

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FREEHOLD, NEW JERSEY
B.A., Moody Bible Institute, 1979
M.Div., Trinity Evangelical Divinity School, 1986

Noelle Damico
MERCERVILLE, NEW JERSEY
A.B., Swarthmore College, 1987
M.Div., Princeton Theological Seminary, 1991

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MOORESTOWN, NEW JERSEY
B.S., Benedict College, 1981
M.Div., Eastern Baptist Theological Seminary, 1986

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PRINCETON, NEW JERSEY
B.A., Defiance College, 1972
M.Div., Princeton Theological Seminary, 1978

Ronald John de Groot
SILVER SPRING, MARYLAND
B.A., Calvin College, 1975
M.Div., Calvin Theological Seminary, 1978

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MONCTON, NEW BRUNSWICK, CANADA
B.A.(Hons), Acadia University, 1981; M.Div., 1984

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LITITZ, PENNSYLVANIA
A.B., Colgate University, 1968
M.Div., Lancaster Theological Seminary, 1986

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RAINSVILLE, ALABAMA
B.A., University of Alabama, 1986
M.Div., Princeton Theological Seminary, 1991

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BRISBANE, AUSTRALIA
B.D., Reformed Theological College, Australia, 1988
B.A., University of Queensland, 1990

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LA MIRADA, CALIFORNIA
Dipl., Kanana Fou Theological Seminary, 1988
M.Div., School of Theology At Claremont, 1991

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KOWLOON, HONG KONG
B.Eng.(Hons), University of Bradford, 1981
M.Div., Lutheran Theological Seminary, Hong Kong, 1987

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B.A., University of Kerala, 1972
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M.Div., Gordon-Conwell Theological Seminary, 1991

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PLAINFIELD, NEW JERSEY
B.A., Catholic University of America, 1967
B.Th., Pontifical Gregorian University, 1969

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AVENEL, NEW JERSEY
B.A., Pontifical University Of St. Thomas Aquinas, 1985; S.T.B., 1989

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MAHWAH, NEW JERSEY
B.A., Mary Washington College, 1983
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Charle's University, Prague

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Cert., Reformed Theological Academy, Debrecen, 1978

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B.Th., Myanmar Institute of Theology, 1985; B.D., 1988

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M.Div., Presbyterian Theological College and Seminary, Seoul, 1986

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M.Div., Trinity Evangelical Divinity School, 1989

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### Young Ghil Lee
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M.D., Seoul National University, 1977
M.Div., Westminster Theological Seminary, 1989

### Ferdinand Leskovsky
SLANY, CZECHOSLOVAKIA

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Lidice Maria Gramacho Feitosa de Lima

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B.Ed., Federal University of Pernambuco, 1970
M.Div., Southeastern Baptist Theological Seminary, 1991

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B.Th., Myanmar Institute of Theology, 1986; B.D., 1990

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B.S., University of Tennessee, 1979
M.Div., Gordon-Conwell Theological Seminary, 1984

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Dipl., European Bible Seminary, 1976
M.Div., Church of God School of Theology, 1991

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B.A., Concordia Senior College, 1973
M.Div., Lutheran School of Theology, Chicago, 1977

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B.S., Arts and Science University of Mandalay, 1972
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Steven David Seay
GREENWOOD, INDIANA
B.A., Milligan College, 1989

Stephen Robert Shaffer
PONTE VEDRA BEACH, FLORIDA
B.A., Denison University, 1989

Manisha Sarah Shendge
KING OF PRUSSIA, PENNSYLVANIA
B.A., Ursinus College, 1986

Timothy Joseph Smith
DECATUR, ILLINOIS
B.A., Faith Baptist Bible College, 1986

Amy Elizabeth Sorensen
SOUTH BEND, INDIANA
B.A., Indiana University, Indiana, 1990

Robert Clendenin Spach
WINSTON-SALEM, NORTH CAROLINA
B.A., Davidson College, 1984

Christopher Cole Starr
LEWISVILLE, TEXAS
B.A., Rice University, 1985

Teresa Streeter
BALTIMORE, MARYLAND
B.A., Wilberforce University, 1986

Horst Streu
PLAINSBORO, NEW JERSEY
B.A., University of Bridgeport, 1979

Hyun Kyung Sung
BRONX, NEW YORK
B.A., Yonsei University, 1989

Hui Dae Tark
SAN JOSE, CALIFORNIA
B.A., San Jose Bible College, 1990

Peter Charles Thambidurai
LANCASTER, PENNSYLVANIA
B.A., Westminster College, Pennsylvania, 1979

Gertrude Tisdale-Gaiter
ORANGE, NEW JERSEY
B.S., A and T College of North Carolina, 1969

Mark Wilson Travis
NORWELL, MASSACHUSETTS
B.A., Hope College, 1990

Angelina DiGiorgio Van Hise
CLARKSBURG, NEW JERSEY
B.S., Rutgers University, 1967

Amy Scott Vaughn
ATLANTA, GEORGIA
B.A., Williams College, 1990

John Stuart Vincent
DENVER, COLORADO
B.A., Grinnell College, 1986

Craig Arlen Vondergeest
JAMESTOWN, NORTH DAKOTA
B.A., Concordia Senior College, 1990

Carole Ann Lucas Wagg
CREAM RIDGE, NEW JERSEY
B.A., Glassboro State College, 1962

Peter Hilton Ward
HARTFORD, CONNECTICUT
B.A., Roanoke Bible College, 1978

David Theodore Widmer
BERNARDSVILLE, NEW JERSEY
B.A., Hope College, 1989

Gregory Lewis Wiggins
MARIETTA, GEORGIA
B.B.A., Georgia State University, 1986

Geoffrey Marvin Williams
MONTGOMERY, ALABAMA
B.A., Huntingdon College, Alabama, 1990

Jeremy Paul Heaton Williams
DEALE, MARYLAND
B.A., University of Iowa, 1988

Kevin Andrew Williams
ROSELLE, NEW JERSEY
B.S., Wilberforce University, 1987

Anna Elisabeth Williamson
WESTTOWN, NEW YORK
A.B., Central Methodist College, 1978

Patricio Wilson
PERTH AMBOY, NEW JERSEY
B.S., North Carolina A and T State University, 1990

Stephen Wong
REDLANDS, CALIFORNIA
B.A., Westmont College, 1990

Maurice Calvin Wright
HOUSTON, TEXAS
B.A., Texas A and I University, 1990

Chong Hwa Yim
CHERRY HILL, NEW JERSEY
B.A., Nyack College, 1990

Nancy Young
STILLWATER, NEW JERSEY
B.A., Jamestown College, 1976

Sonia Sang-hee Yum
CHICAGO, ILLINOIS
B.A., Knox College, Illinois, 1990

## *Junior Class*

Tammy Renea Abee
HARMONY, NORTH CAROLINA
B.A., Wake Forest University, 1991

Wilmot Augustus Allen, II
CINCINNATI, OHIO
B.A., Yale University, 1989

Susan DeFord Sumners Alloway
SAN ANTONIO, TEXAS
A.B., Sweet Briar College, 1967

Lindsay Patterson Armstrong
SPRING, TEXAS
B.A., Colorado College, 1991

Amy Anderson Arnold
LILBURN, GEORGIA
B.F.A., New York University, 1989

Mark Alan Arnold
MILTON, MASSACHUSETTS
B.S.E.E., Stanford University, 1991

Mary Elizabeth Austin
ALEXANDRIA, VIRGINIA
B.A., Wells College, 1984

Lynn De'Lafayette Awkward
RICHMOND, VIRGINIA
B.A., Virginia Union University, 1991

Yeong Jin Bae
EDMONTON, ALBERTA, CANADA
B.Sc., University of Alberta, 1991

Doo Sik Baek
SAN FRANCISCO, CALIFORNIA
B.A., San Jose Bible College, 1990

Edward William Baugh
EASTON, PENNSYLVANIA
A.B., Hope College, 1976

Kirk Thomas Berlenbach
HADDONFIELD, NEW JERSEY
B.A., Hamilton College, 1991

James Pratt Berwick
RICHMOND, VIRGINIA
A.B., Colby College, 1986

Gerald Michael Bilkes
ABBOTSFORD, BRITISH COLUMBIA, CANADA
B.A., Trinity Western University, 1991

David Wayne Bogue
HOUSTON, TEXAS
A.B., University of Houston, 1991

Timothy James Bortell
NORMAL, ILLINOIS
A.B., University of Illinois, 1991

Richard Todd Bouldin
SMYRNA, TENNESSEE
B.A., Abilene Christian University, 1989

Dianne Virginia Bowers
MT. PROSPECT, ILLINOIS
B.A., Eastern College, 1990

Robert Kelton Bronkema
NEW YORK, NEW YORK
B.A., Swarthmore College, 1991

Lawrence George Brooks
PORTLAND, OREGON
B.A., Warner Pacific College, 1991

John Maxwell Brown
CARMEL, INDIANA
B.A., Ohio State University, 1989

Patricia Morrison Brubaker
SAN GABRIEL, CALIFORNIA
B.S., Centenary College, Louisiana, 1979

Carrie Leigh Buckner
COLUSA, CALIFORNIA
B.A., University of California, Berkeley, 1990

James Andrew Burnett
WALLED LAKE, MICHIGAN
B.A., Wheaton College, Illinois, 1990

Jeffrey Wilton Bursch
AUBURN, WASHINGTON
B.A., Seattle Pacific University, 1991

David Walter Cabush
CONVENT STATION, NEW JERSEY
A.B., San Diego State University, 1964

Martha Patty Campbell
HIGH BRIDGE, NEW JERSEY
B.A., University of Northern Iowa, 1964

Raymond Douglas Cannata
HACKETTSTOWN, NEW JERSEY
B.A., Wake Forest University, 1990

Andrew Joseph Carlson
GRANTSBURG, WISCONSIN
B.A., Augsburg College, 1991

Chul Ho Choi
GARDENA, CALIFORNIA
B.S., San Jose Christian College, 1991

Hyung Sup Choi
BAYSIDE, NEW YORK
B.S., Kyung Hee University, 1978

Andrew Ross Clark
MINNETONKA, MINNESOTA
B.A., Depauw University, 1991

Theodore Frederick Cornish
MELROSE PARK, PENNSYLVANIA
B.A., Temple University, 1990

Jeffrey James Crawford
PUEBLO, COLORADO
B.A., Colorado State University, 1991

Gordon Lloyd Crouch
SIMSBURY, CONNECTICUT
B.A., Dickinson College, 1991

Anne Custer
OAKDALE, PENNSYLVANIA
B.A., Westminster College, Pennsylvania, 1991

Judith Ann Cuthbertson
CHEYENNE, WYOMING
B.M.E., Southwestern Louisiana College, 1975

Raymond James DeVries
ALBUQUERQUE, NEW MEXICO
B.A., University of New Mexico, 1991

Nancy Strauss Donnelly
GLEN GARDNER, NEW JERSEY
B.S., University of Wisconsin, Madison, 1961

Thomas James Edwards
LA JOLLA, CALIFORNIA
B.A., University of Southern California, 1987

Dustin Watson Ellington
MAYFIELD, KENTUCKY
A.B., Stanford University, 1991

Steven Philip Engstrom
ZION, ILLINOIS
B.A., Augustana College, Illinois, 1991

Thomas Evan Evans
ALEXANDRIA, VIRGINIA
B.A., College of William and Mary, 1989

Eugene Arthur Foley
ELMIRA, NEW YORK
B.S., University of Hartford, 1976

David Rodney Fox
MILLVILLE, NEW JERSEY
B.A., Wake Forest University, 1990

Matthew Joseph Frawley
SUMMIT, NEW JERSEY
A.B., Stanford University, 1989

Michael Edward Fuller
EVENSVILLE, TENNESSEE
B.A., Lee College, Tennessee, 1989

Angela Renee Gapay
SEATTLE, WASHINGTON
B.A., Seattle Pacific University, 1992

Richard Edwin Gardiner
SILVER SPRING, MARYLAND
B.A., University of Maryland, 1990

Sharon Elaine Garlough
ARCADIA, CALIFORNIA
B.A., Smith College, 1991

Jeffrey Alan Geary
DECATUR, ILLINOIS
B.A., Millikin University, 1991

Heidi Gehman
IOWA CITY, IOWA
B.A., Houghton College, 1988

Eric David Geil
RALEIGH, NORTH CAROLINA
B.A., University of North Carolina, 1991

Jennifer Diane George
WATSONVILLE, CALIFORNIA
B.A., San Jose State University, 1990

Charles Michael Gibson
WOODBURY, NEW JERSEY
B.M., Virginia Commonwealth University, 1976

Sylveta Gonzales
BROOKLYN, NEW YORK
B.A., College of New Rochelle, 1991

Krystin Sue Granberg
NEW YORK CITY, NEW YORK
B.A., Denison University, 1979

Caspar James Green
CANTON, OHIO
B.A., Bates College, 1991

Elizabeth Cox Hallen
MILLVILLE, PENNSYLVANIA
B.S., University of New Hampshire, 1983

Brenda L. Harris
STATEN ISLAND, NEW YORK
B.A., College of New Rochelle, 1991

John Anderson Harrison, Jr.
NEW YORK CITY, NEW YORK
B.A., College of New Rochelle, 1991

Heather Pennington Harriss
DURHAM, NORTH CAROLINA
B.A., University of North Carolina, 1990

Jeannie A. Haskins
WEST ST. PAUL, MINNESOTA
B.S.W., Buena Vista College, 1991

Timothy Royce Heflin
JACKSON, MISSISSIPPI
B.A., Mississippi College, 1991

Thomas Martin Hickock
WEST SAINT PAUL, MINNESOTA
B.A., Macalester College, 1984

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SEATTLE, WASHINGTON
B.A., Seattle Pacific University, 1990

Christopher Scott Hushaw
PALM DESERT, CALIFORNIA
B.A., University of California, San Diego, 1990

Troy Thomas Jackson
ALEXANDRIA, INDIANA
B.A., Franklin College of Indiana, 1991

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NEW YORK, NEW YORK
B.A., College of New Rochelle, 1991

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RUSSIAVILLE, INDIANA
B.A., Anderson University, 1989

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B.A., Pennsylvania State University, 1971

Carol Kintigh Johnson
SAINT DAVIDS, PENNSYLVANIA
B.S., State University of New York, Plattsburgh, 1977

Stacy Lee Johnson
FOX ISLAND, WASHINGTON
B.A., Pacific Lutheran University, 1991

Sung Yeom Joo
SEOUL, KOREA
B.A., Manhattanville College, 1991

Dieuner Joseph
ELIZABETH, NEW JERSEY
B.A., Manhattan College, 1990

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LOS ANGELES, CALIFORNIA
B.A., University of California, Los Angeles, 1990

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WALLINGFORD, PENNSYLVANIA
B.A., College of Wooster, 1991

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B.M., University of Southern California, 1991

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B.A., Brandeis University, 1991

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NEW MILFORD, NEW JERSEY
B.A., Wheaton College, Illinois, 1991

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LAWRENCEVILLE, GEORGIA
B.A., New York University, 1991

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KYEONG-GI DO, KOREA
B.A., Ewha Womans University, 1987

Youngshin Kim
SEOUL, KOREA
B.Th., Yonsei University, 1991

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B.A., Trinity Western University, 1991

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BEAVERTON, OREGON
B.S.W., University of Illinois, Urbana-Champaign, 1988

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BEAUFORT, NORTH CAROLINA
B.S., North Carolina State University, 1991

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B.A., George Washington University, 1968

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ANN ARBOR, MICHIGAN
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B.A., College of William and Mary, 1991

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B.Sc., Kobe-Gakuin University, 1987

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HOPE, NEW JERSEY
B.A., Montclair State College, 1977

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PLAINFIELD, NEW JERSEY
B.A., Morehouse College, 1985

Kathleen Sarah Lossau
COLUMBIA, MARYLAND
B.A., University of Missouri, Kansas City, 1983

David Eastman Lovelace
NEWARK, DELAWARE
B.S., University of Delaware, 1969

Stacy David Lutz
SEATTLE, WASHINGTON
B.A., University of Washington, 1990

Jessica Louise MacMillan
BEDFORD, INDIANA
B.A., DePauw University, 1990

Thomas Louis MacMillan
BEDFORD, INDIANA
B.A., DePauw University, 1989

Michael Robert Magin
ARVADA, COLORADO
B.A., University of Colorado, 1991

Jon Elliott Martin
SAN MATEO, CALIFORNIA
B.S., California Polytechnic State University, 1988

Melissa Anne May
LAKE CITY, FLORIDA
B.A., University of Alabama, 1991

Deirdre Denise McClain
WACO, TEXAS
B.A., Baylor University, 1991

Mark Brian McFadden
LEBANON, VIRGINIA
B.A., Lee College, Tennessee, 1989

Rebecca Lynn McGowan
CHATTANOOGA, TENNESSEE
B.A., King College, 1989

Heather Joan McKee
MOORESVILLE, NORTH CAROLINA
B.A., Davidson College, 1987

Arlington Medley
PHILADELPHIA, PENNSYLVANIA
B.A., Temple University, 1990

Kathryn Ann Gustafson Merrifield
INDIAN MILLS, NEW JERSEY
B.S., Iowa State University, 1963

Daniela Yvette Morrisey
MONTCLAIR, NEW JERSEY
B.S., Rutgers University, 1987

David Ohayon
APPLE VALLEY, CALIFORNIA
B.A., Biola University, 1986

Eric Oliver
GROVEVILLE, NEW JERSEY
B.A., Trenton State College, 1989

Kraig Gary Oman
PULLMAN, WASHINGTON
B.M., Washington State University, 1991

Richard Jeffrey Parker
BIRMINGHAM, ALABAMA
B.A., Furman University, 1991

Chester Polk, Jr.
WACO, TEXAS
B.A., Baylor University, 1991

Linda Prinz
BLAIRSTOWN, NEW JERSEY
B.A., East Stroudsburg University, 1990

Anthony Range
BRONX, NEW YORK
B.A., City University of New York, 1986

David Brian Reese
NYACK, NEW YORK
B.A., Nyack College, 1991

Graham Bradley Reside
LEWISTON, NEW YORK
B.A., University of Toronto, 1988

Jana Kathryn Riess
GALESBURG, ILLINOIS
B.A., Wellesley College, 1991

James Addison Rizer
PHOENIX, ARIZONA
B.A., Rhodes College, 1989

Jacqueline Washington Robinson
MIDDLESEX, NEW JERSEY
B.A., Yale University, 1989

Julia Marie Robinson
DETROIT, MICHIGAN
B.A., Alma College, 1991

Elizabeth Ann Rohrbach
HARRISBURG, PENNSYLVANIA
B.A., Elizabethtown College, 1991

Jay Jonathan Rosen
BURNABY, BRITISH COLUMBIA, CANADA
B.A., Eastern College, 1991

Ann Norling Rowe
LAFAYETTE, CALIFORNIA
B.A., University of California, Santa Barbara, 1985

Ruth Faith Santana
PLAINFIELD, NEW JERSEY
B.A., College of New Rochelle, 1980

Timothy J. Don Scott
FENWICK, WEST VIRGINIA
B.A., Alderson-Broaddus College, 1991

John Bradford Sears
RICHARDSON, TEXAS
B.A., Baylor University, 1990

Stephen Paul Shoemaker
FARMINGTON HILLS, MICHIGAN
B.A., Wheaton College, Illinois, 1990

Johnna Lee Smith
NEW DURHAM, NEW HAMPSHIRE
B.A., University of New Hampshire, 1987

Barry Gene Sommerfeld
SOUTHAVEN, MISSISSIPPI
B.A., Mississippi College, 1990

Billy W. Song
TORRANCE, CALIFORNIA
B.S., University of Southern California, 1990

Michael Stanley Stephens
ANDERSON, INDIANA
B.A., Indiana University, Indiana, 1991

Sandra Jane Stogsdill
KANSAS CITY, MISSOURI
B.A., University of Missouri, Kansas City, 1991

Joshua Suen
SAN JOSE, CALIFORNIA
B.A., San Jose Christian College, 1991

Ronald L. Sumption
LUVERNE, MINNESOTA
B.A., Thomas A. Edison College, 1979

Rebekah Sun
SAN JOSE, CALIFORNIA
B.A., San Jose State University, 1988

Mark Allen Tauber
SANTA BARBARA, CALIFORNIA
B.A., Westmont College, 1990

Dorothy Judith Thomas
PENNINGTON, NEW JERSEY
B.A., University of Wales College of Cardiff, 1968

Mark Thomson
HANOVER, MARYLAND
B.S., University of Maryland, Baltimore County, 1989

Elizabeth Tigner
LONG BEACH, CALIFORNIA
B.A., California State University, Long Beach, 1990

Frances Keller Troup
EASTON, PENNSYLVANIA
B.A., Moravian College, 1970

Albert Tumolillo
MEDFORD, NEW JERSEY
B.S., Saint Joseph's College, Pennsylvania, 1969

Dorothy Anne Metzger Walker
PRINCETON, NEW JERSEY
A.B., Barnard College, 1962

David Paul Weaver
UNIONTOWN, OHIO
B.S., Eastern Mennonite College, 1986

Troy Dean White
SWEETSER, INDIANA
A.B., Indiana Wesleyan University, 1989

Ernestine Winfrey
SOMERSET, NEW JERSEY
B.A., Rutgers University, 1991

Laurie Jean Wurm
MALAGA, NEW JERSEY
B.A., Bard College, 1991

## CANDIDATES FOR THE DEGREE OF MASTER OF ARTS

### *Post-M.Div. Program*

Robert Paul Richardson
WALLINGFORD, PENNSYLVANIA
B.A., University of Akron, 1981
M.Div., Louisville Presbyterian Theological Seminary, 1983

Yuenhung (Conita) Yu
PRINCETON, NEW JERSEY
B.S., State University of New York, Buffalo, 1978
M.Div., Princeton Theological Seminary, 1985; Th.M., 1986

### *Senior Class*

Tracy Anne Bourne
MEDFORD LAKES, NEW JERSEY
B.A., Rosemont College, 1990

Nam Yong Choe
SEOUL, KOREA
B.A., University of Central Florida, 1989

Sylvia Marcellette Eagono
HORSHAM, PENNSYLVANIA
A.B., Geneva College, 1983

Zintack Albert Hahn
BROOKLYN, NEW YORK
B.A., Vassar College, 1990

Lisa Han
PHILADELPHIA, PENNSYLVANIA
B.A., Bryn Mawr College, 1990

Eun Hyung Diane Kim
RANCHO PALOS VERDES, CALIFORNIA
B.A., University of California, Irvine, 1989

Hyun Joo Lee
SEOUL, KOREA
B.A., Presbyterian Theological Seminary, Seoul, 1986

Gary Maccaroni
TRENTON, NEW JERSEY
B.A., Trenton State College, 1986

Helena Opoku-Sarkodie
SEKONDI, GHANA
Dipl., Trinity College, Legon, 1990

Barbara Ellen Frances Shadis
TOMS RIVER, NEW JERSEY
B.M., Westminster Choir College, 1990

Kathryn Winchester Tymonko
HAMILTON SQUARE, NEW JERSEY
B.A., Bates College, 1976

Margery Lynn Waugh
TROUT RUN, PENNSYLVANIA
B.A., Lock Haven University of Pennsylvania, 1990

Mary Elizabeth Wenzler
MOORESTOWN, NEW JERSEY
A.B., Trenton State College, 1961

## *Junior Class*

William Alan Alexander
LEVITTOWN, PENNSYLVANIA
B.A., Palm Beach Atlantic College, 1974

Alice Hugh Brown
EAST BRUNSWICK, NEW JERSEY
B.A., Spalding University, 1963

Dawn Elizabeth Burnett
WALLED LAKE, MICHIGAN
B.A., Wheaton College, Illinois, 1991

David Simon Castle
STONY BROOK, NEW YORK
B.A., Johns Hopkins University, 1986

Patricia Ford
RICHBORO, PENNSYLVANIA
B.S., Nazarene College of Rochester, 1980

Christine Kallil
SOUTH BRUNSWICK, NEW JERSEY
B.A., Cairo University, 1973

Hyun Yung Kim
SILVER SPRING, MARYLAND
B.A., University of Maryland, 1991

Kris Min Lee
TORRANCE, CALIFORNIA
B.A.C.E., Biola University, 1991

SoHyun Lee
SEOUL, KOREA
B.A., Ewha Womans University, 1983

Michael Scott Martin
AUSTIN, TEXAS
B.S., Abilene Christian University, 1991

Mphosi Andrew Motaung
PRETORIA, SOUTH AFRICA
B.A., Montreat-Anderson College, 1991

Nami Eunice Son
SANTA CLARA, CALIFORNIA
B.S., San Jose State University, 1989

# Special Students ~

## GRADUATE LEVEL

Nancy Heimsch
FLEMINGTON, NEW JERSEY
B.A., Montclair State College, 1975
M.Div., Princeton Theological Seminary, 1991

Richard J. Perry, Jr.
CHICAGO, ILLINOIS
A.B., Carthage College, 1973
M.Div., Lutheran School of Theology, Chicago, 1977

Vincent Arthur Van Breda
CAPE TOWN, SOUTH AFRICA
B.Th., University of the Western Cape, 1988

## FIRST PROFESSIONAL LEVEL

Carol Brydon Boys
FLEMINGTON, NEW JERSEY
B.F.A., Rhode Island School of Design, 1950

Thomas Foell
GOMARINGEN, GERMANY
University of Tubingen

Matthias Gockel
KAARST, GERMANY
University of Tubingen

Thomas John Hastings
AUBURN, MASSACHUSETTS
A.B., Boston College, 1975

Mary Ann Maltby
MONMOUTH JUNCTION, NEW JERSEY
B.A., Rutgers University, 1978

Nelson Ellis Ould
RICHMOND, VIRGINIA
B.S., Washington and Lee University, 1982

Deborah Elizabeth Roots
MALDON, ESSEX, U.K.
M.Theol., University of Saint Andrews

Angela Jo Skinner
YONKERS, NEW YORK
B.S., College of Mount Saint Vincent, 1982

Nancy Zamboni
TRENTON, NEW JERSEY
B.A., Yale University, 1977

# Unclassified

## ENROLLED 1991-1992

Thomas Rowland Baskett
PRINCETON, NEW JERSEY

Burton Keith Brewer
FERNDALE, MICHIGAN

Paul L.J. Chang
PLAINSBORO, NEW JERSEY

Du Yol Choi
LOS ANGELES, CALIFORNIA

Douglas Forbes Denne
BIRMINGHAM, MICHIGAN

Nancy Wilder Fromm
PRINCETON, NEW JERSEY

Bettyann K. West Gilmore
JACKSON, NEW JERSEY

Russel Eugene Joyner
AHOSKIE, NORTH CAROLINA

Taku Kusakabe
CHARLOTTE, NORTH CAROLINA

Bruce Douglas Main
CAMDEN, NEW JERSEY

David Mark Mozier
STANLEY, KANSAS

Steven B. Nash
LINDEN, NEW JERSEY

Sung Il Park
SEOUL, KOREA

Wanda Marie Sevey
DELANCO, NEW JERSEY

Robert C. Stallman
SAN FRANCISCO, CALIFORNIA

Albert B. Thorp
MORRISTOWN, NEW JERSEY

Dean Richard Ulrich
ROSLYN, PENNSYLVANIA

Ida Mechelle Wooden
WILMINGTON, DELAWARE

Nanette Woodworth
AMITYVILLE, NEW YORK

## ENROLLED SUMMER 1991

Larry R. Austin
FARMINGTON, MICHIGAN

Patricia Joan Austin
ELIZABETHTOWN, PENNSYLVANIA

William Leo Bonney
ENGLEWOOD, NEW JERSEY

Clark David Callender
PLAINFIELD, NEW JERSEY

Donald Paul Crittenden
HAMILTON, ONTARIO, CANADA

Mary A. Pakosh Cureton
MATAWAN, NEW JERSEY

Raymond William Davis
MANASSAS, VIRGINIA

Esther Purdy Divney
PERU, NEBRASKA

Sara Barnard Edwards
CRANBURY, NEW JERSEY

Benjamin Edward Ferguson
FREEPORT, BAHAMAS

Eleanor Bradway Hanna
BERWYN, PENNSYLVANIA

David F. Hills
DELAWARE, OHIO

John Joseph Hinchey
JACKSON, NEW JERSEY

Merrill Woolnough Hinchey
JACKSON, NEW JERSEY

Samuel Y. Hyun
WEST ISLIP, NEW YORK

James David Jones
PERU, NEW YORK

Mark S. Kim
MASON CITY, ILLINOIS

Janet Landwehr
FREEHOLD, NEW JERSEY

Rebecca B. Langer
MECHANICSBURG, PENNSYLVANIA

Mary Therese Logan
AVON BY THE SEA, NEW JERSEY

Stephanie Miller McLane
LA CRESCENTA, CALIFORNIA

Robert Paul Mills
ELMER, NEW JERSEY

Michiyo Morita
SHIMONOSEKI-SHI, JAPAN

Betty Ann Morris
LOCUST GROVE, VIRGINIA

Hubert John Nelson
MINNEAPOLIS, MINNESOTA

Jeffrey Newlin
JACKSONVILLE, FLORIDA

Seh Chul Oh
SEOUL, KOREA

Constance Lee O'Mealy
COLUMBUS, OHIO

Michael K. Pak
FLUSHING, NEW YORK

Rufus G.W. Sanders
SANDUSKY, OHIO

Marie Frances Schnock
MANALAPAN, NEW JERSEY

Robert Ferguson Searle
PINE CITY, NEW YORK

Joan Rita Formby Smith
MONTREAL, CANADA

Marvin Joseph Wills, Jr.
MEDFORD, NEW JERSEY

Timothy Lloyd Wilt
HOUGHTON, NEW YORK

Dolores Chutneg Muut Yilibuw
YAP STATE, FSM

Hwan Kee Yong
MADISON, NEW JERSEY

# Representations ~

## COLLEGES

Abilene Christian University, 2
Acadia University, 2
Adelphi University, 1
Albright College, 2
Alderson-Broaddus College, 2
Allegheny College, 1
Alma College, 2
American University of Beirut, 1
Amherst College, 2
Anderson University, 1
Andrews University, 2
Arts and Science University of Mandalay, 1
Augsburg College, 1
Augustana College, Illinois, 1
Augustana College, South Dakota, 2
Austin College, 3
Azusa Pacific University, 1

Babson College, 1
Baker University, 1
Bard College, 1
Barnard College, 1
Bates College, 3
Baylor University, 7
Benedict College, 1
Bennett College, 1
Bethany Bible College, 2
Bethany College, 1
Bethel College, Indiana, 1
Bethel College, Kansas, 1
Bethel College, Minnesota, 2
Biola University, 5
Bloomsburg University of Pennsylvania, 1
Boston College, 3
Boston University, 1
Bowling Green State University, 1
Bradley University, 1
Brandeis University, 1
Briercrest Bible College, 1
Brown University, 2
Bryn Mawr College, 2
Bucknell University, 5
Buena Vista College, 1

Cairo University, 1
Caldwell College, 1
California Baptist College, 1
California Polytechnic State University, 1
California State University, Hayward, 2
California State University, Long Beach, 2
Calvin College, 7
Capital University, Ohio, 1
Carnegie-Mellon University, 1
Carthage College, 2
Cascade College, 1
Catholic University of America, 2
Cedarville College, 1
Centenary College of Louisiana, 1
Central Bible College, 4
Central College, Iowa, 1
Central Methodist College, 2
Central Michigan University, 1
Centre College of Kentucky, 1
Charle's University, Prague, 2
Chonnam National University, 1
Christian Heritage College, 1
Chung-Ang University, 2
Chungnam National University, 1
Cincinnati Bible College and Seminary, 1
City University of New York, 3
Claflin University, 1
Coe College, 1
Colby College, 1

Colgate University, 4
College of Mount Saint Joseph, Ohio, 1
College of Mount Saint Vincent, 1
College of New Rochelle, 9
College of Saint Thomas, 1
College of William and Mary, 6
College of Wooster, 8
Colorado College, 3
Colorado State University, 1
Columbia University, 5
Columbus College, Georgia, 1
Concordia Senior College, 2
Coppin State College, 1
Cornell University, 3

Dallas Baptist College, 1
Dankook University, 1
Dartmouth College, 5
Davidson College, 10
Defiance College, 1
Denison University, 4
DePauw University, 4
Dickinson College, 1
Dokkyo University, 1
Don Bosco College, New Jersey, 1
Dongguk University, 1
Drew University, 2
Duke University, 4
Duquesne University, 1

East Stroudsburg University, 1
Eastern College, 4
Eastern Kentucky University, 1
Eastern Mennonite College, 1
Eastern Nazarene College, 1
Eckerd College, 3
Elizabethtown College, 1
Emory University, 3
Erskine College, 1
Evangel College, 3
Ewha Womans University, 8

Faith Baptist College, 1
Federal University of Pernambuco, 1
Florida A&M University, 1
Florida International University, 1
Florida State University, 1
Fort Lewis College, 1
Franklin and Marshall College, 1
Franklin College of Indiana, 1
Freed-Hardeman College, 1
Friends University, 1
Furman University, 4

Gardner-Webb College, 1
Geneva College, 2
George Fox College, 1
George Washington University, 3
Georgia Institute of Technology, 1
Georgia State University, 4
Gettysburg College, 2
Glassboro State College, 1
Golden Gate University, 1
Gonzaga University, 2
Gordon College, 3
Goshen College, 1
Grace College, 1
Grand Valley State Colleges, 1
Great Lakes Bible College, 1
Greenville College, Illinois, 1
Grinnell College, 2
Grove City College, 7
Gujarat University, 1
Gustavus Adolphus College, 1

Haigazian College, 1
Hamilton College, 1
Hankuk University of Foreign Studies, 1
Hanover College, 1
Hanyang University, 1
Hartwick College, 1
Harvard University, 4
Haverford College, 1
Helderberg College, South Africa, 1
Hobart and William Smith Colleges, 2
Holy Redeemer College, 1
Hong Kong Baptist College, 1
Hope College, 10
Houghton College, 4
Howard University, 2
Huntingdon College, Alabama, 1

Indiana University, Indiana, 5
Indiana Wesleyan University, 1
Institute for Christian Studies, 1
International Bible College, 1
International Christian University, Tokyo, 1
Iona College, 2
Iowa Wesleyan College, 1

James Madison University, 1
Jamestown College, 2
Johns Hopkins University, 3

Kalamazoo College, 1
Kent State University, 2
Kentucky Wesleyan College, 1
Kenyon College, 2
King College, 1
King's College, New York, 1
Knox College, Illinois, 1
Kobe-Gakuin University, 1
Korea University, 1
Kutztown State University of Pennsylvania, 1
Kyung Hee University, 1

Lafayette College, 2
Lebanon Valley College, 1
Lee College, Tennessee, 3
Lehigh University, 2
Lesley College, 1
Lewis and Clark College, Oregon, 4
Lewis-Clark State College, Idaho, 1
Liberty University, 2
Lock Haven University of Pennsylvania, 1
Louisiana College, 1

Macalester College, 2
Manhattan College, 1
Manhattan School of Music, 1
Manhattanville College, 1
Mankato State University, 1
Marshall University, 1
Maryville College, 1
Mary Washington College, 1
Massachusetts Institute of Technology, 2
McGill University, 2
McMaster University, 2
Messiah College, 4
Miami University, Ohio, 4
Michigan State University, 2
Millersville University of Pennsylvania, 1
Milligan College, 2
Millikin University, 1
Minnesota Bible College, 1
Mississippi College, 2
Mississippi State University, 1
Monmouth College, Illinois, 1
Monmouth College, New Jersey, 1
Montclair State College, 2
Montreat-Anderson College, 1
Moody Bible Institute, 1
Moravian College, 1
Morehouse College, 1
Mount Holyoke College, 1
Mount Saint Mary's College, 2
Muhlenberg College, 3
Muskingum College, 1
Myanmar Institute of Theology, 3

National Chung-Hsing University, 1
National University, Mexico, 1
Nazarene College of Rochester, 1
Near East School of Theology, 3
New York University, 7
Norfolk State College, 1
North Carolina A & T State University, 2
North Carolina Central University, 1
North Carolina State University, 2
North Central College, Illinois, 1
North Park College, 3
Northwestern College, Iowa, 1
Nyack College, 2

Occidental College, 3
Ohio Northern University, 1
Ohio State University, 5
Ohio Wesleyan University, 1
Olivet Nazarene College, 1
Oral Roberts University, 9
Oregon State University, 2
Otis Art Institute/Parsons School of Design, 1
Ozark Bible College, 1

Pacific Lutheran University, 3
Palm Beach Atlantic College, 1
Pennsylvania State University, 2
Pepperdine University, 2
Philippine Christian University, 1
Phillips University, 1
Pikeville College, 1
Pomona College, 1
Pontifical Catholic University of Rio de Janiero, 1
Pontifical University of Saint Thomas Aquinas, 1
Presbyterian College, South Carolina, 1
Presbyterian College and Theological Seminary, Seoul, 7

Queen's University, Belfast, 21

Rhode Island School of Design, 1
Rhodes College, 3
Rice University, 2
Rider College, 3
Roanoke Bible College, 1
Rochester Institute of Technology, 1
Rockford College, 1
Rocky Mountain College, 1
Rosemont College, 1
Rutgers University, 15

Saint Augustine's College, 1
Saint Edward's University, 1
Saint John's University, New York, 3
Saint Joseph's College, Pennsylvania, 1
Saint Joseph's Seminary, New York, 1
Saint Mary's Seminary and University, 4
Saint Olaf College, 5
Saint Paul Bible College, 1
San Diego State University, 2
San Francisco State University, 2
San Jose Bible College, 2
San Jose Christian College, 2
San Jose State University, 3
San Myung Women's University, 1
Sardar Patel University, 1
Seattle Pacific University, 7
Seoul National University, 2
Seton Hall University, 2
Seton Heights College, 1
Simpson College, 1
Slippery Rock University of Pennsylvania, 1
Smith College, 3
Sogang University, 1
Sophia University, 1
Southeast Missouri State University, 1
Southeastern Bible College, 1
Southeastern Louisiana College, 1
Southern Illinois University, 1
Southwest Baptist College, 1
Spaulding University, 1
Spring Arbor College, 1
Springfield College, Massachusetts, 1
Stanford University, 4
State University of New York, Albany, 1
State University of New York, Binghamton, 1
State University of New York, Buffalo, 1
State University of New York, Plattsburgh, 1
State University of New York, Stony Brook, 2
Stetson University, 2
Sung Kyun Kwan University, 2
Susquehanna University, 1
Swarthmore College, 3
Sweet Briar College, 1
Syracuse University, 1

Tainan Theological College, 1
Taylor University, 3
Temple University, 7
Texas A & I University, 1
Texas Christian University, 2
Thiel College, 2
Thomas A. Edison State College, 1
Toccoa Falls College, 1
Tokyo University of Foreign Studies, 1
Trenton State College, 7
Trinity College, Connecticut, 1
Trinity College, Legon, 1
Trinity Western University, 2

Ulster Polytechnic, 1
Union College, Kentucky, 1
Union University, Tennessee, 1
United States Military Academy, 1
University of the Pacific, 1
University of the Western Cape, 1
University of Akron, 1
University of Alabama, 2
University of Alberta, 1
University of Arkansas, 1
University of Bradford, 1
University of Bridgeport, 1
University of Calgary, 1
University of California, Berkeley, 6
University of California, Davis, 2
University of California, Irvine, 3
University of California, Los Angeles, 2
University of California, San Diego, 5
University of California, Santa Barbara, 3
University of Central Florida, 1
University of Ceylon, 1
University of Chattanooga, 1
University of Chicago, 1
University of Colorado, 3
University of Connecticut, 1
University of Delaware, 5
University of Dublin, 1
University of Florida, 1
University of Georgia, 2
University of Ghana, 1
University of Glasgow, 1

University of Hartford, 2
University of Houston, 1
University of Illinois, 3
University of Iowa, 3
University of Kansas, 2
University of Kerala, 1
University of Lowell, 1
University of Madras, 2
University of Maine, 1
University of Manitoba, 1
University of Maryland, 6
University of Melbourne, 1
University of Michigan, 7
University of Minnesota, 1
University of Missouri, Columbia, 1
University of Missouri, Kansas City, 2
University of Montana, 2
University of Mysore, 1
University of Nebraska, Omaha, 1
University of Nevada, Reno, 2
University of New Hampshire, 2
University of New Mexico, 2
University of North Carolina, 9
University of Northern Colorado, 1
University of Northern Iowa, 1
University of Notre Dame, 1
University of Oxford, 2
University of Pennsylvania, 1
University of Pittsburgh, 1
University of Puerto Rico, 1
University of Puget Sound, 1
University of Queensland, 1
University of Redlands, 1
University of Richmond, 1
University of Saint Andrews, 1
University of Salford, 1
University of Santa Clara, 2
University of Scranton, 2
University of South Africa, 1
University of South Carolina, 1
University of South Florida, 1
University of Southern California, 5
University of Tasmania, 1
University of Tennessee, 3
University of Texas, 5
University of Toronto, 4
University of Tuebingen, 3
University of Tulsa, 1
University of Virginia, 5
University of Wales College of Cardiff, 1
University of Warsaw, 1
University of Washington, 8
University of Wisconsin, Madison, 5
Ursinus College, 1

Valdosta State College, 1
Valparaiso University, 2
Vanderbilt University, 3
Vassar College, 3
Villanova University, 2
Virginia Commonwealth University, 2
Virginia Union University, 3

Wabash College, 1
Wake Forest University, 9
Warner Pacific College, 1
Washington and Lee University, 1
Washington State University, 1
Washington University, Saint Louis, 1
Waterloo University College, 1
Wayne State University, 1
Wellesley College, 1
Wells College, 1
Wesleyan University, 1
West Chester University, 2
West Virginia Wesleyan University, 2
Western Michigan University, 3
Western Washington University, 1
Westminster Choir College, 1
Westminster College, Pennsylvania, 4
Westmont College, 4
Wheaton College, Illinois, 10
Whitman College, 1
Whittier College, 1
Whitworth College, 8
Wilberforce University, 2
Wilfrid Laurier University, 1
Willamette University, 1
William Paterson College, 1
Williams College, 2
Wilson College, 1
Wittenberg University, 1
Wofford College, 1
Wooster College, 1
Word of Life Biblical Seminary, 1
Yale University, 3
Yonsei University, 8
York College of Pennsylvania, 1

Number of Colleges, 450

## SEMINARIES

Acadia University, 2
Alliance Theological Seminary, 2
Andover Newton Theological School, 4
Asbury Theological Seminary, 4
Asian Center for Theological Studies and Mission, Seoul, 1
Assemblies of God Theological Seminary, 2
Atlantic School of Theology, 1
Austin Presbyterian Theological Seminary, 1

Baptist Theological Seminary, Switzerland, 1
Bethel Theological Seminary, 6

Calvin Theological Seminary, 4
Charle's University, Prague, 2
Christian Theological Seminary, 1
Church of God School of Theology, 1
Colgate Rochester/Bexley Hall/Crozer, 3
Columbia Graduate School of Bible and Missions, S.C., 1
Columbia Theological Seminary, 4
Concordia Seminary, St. Louis, 1
Concordia Theological Seminary, 1

Drew University School of Theology, 2
Dubuque Theological Seminary, 1
Duke University Divinity School, 7

Earlham School of Religion, 1
Eastern Baptist Theological Seminary, 5
Emmanuel College, Toronto, 1
Emmanuel School of Religion, 1
Episcopal Divinity School, Pennsylvania, 1
European Bible Seminary, 1
Evangelical Seminary of Puerto Rico, 1

Fuller Theological Seminary, 10

Garrett-Evangelical Theological Seminary, 1
General Theological Seminary, 3
Gordon-Conwell Theological Seminary, 3
Goshen Biblical Seminary, 2

Hamma Divinity School, 1
Harvard Divinity School, 3
Holy Cross Greek Orthodox School of Theology, 1
Hong Kong Baptist Theological Seminary, 1
Howard University Divinity School, 1

Jewish Theological Seminary, 1

Kanana Fou Theological Seminary, 2
Knox College, 1

Lancaster Theological Seminary, 2
Leningrad Theological Seminary and Academy, 1
Louisville Presbyterian Theological Seminary, 3
Luther Northwestern Theological Seminary, 6
Lutheran School of Theology, Chicago, 4
Lutheran Theological Seminary, Gettysburg, 1
Lutheran Theological Seminary, Hong Kong, 1
Lutheran Theological Seminary, Minnesota, 1
Lutheran Theological Seminary, Philadelphia, 2

McCormick Theological Seminary, 5
Melbourne College of Divinity, 1
Memphis Theological Seminary, 1
Mennonite Biblical Seminary, 1
Methodist Theological Seminary, Korea, 1
Midwestern Baptist Theological Seminary, 1
Montreal Diocesan Theological College, 1
Moravian Theological Seminary, 1
Mount Saint Alphonsus Seminary, 1
Mount Saint Mary's Seminary, 2
Myanmar Institute of Theology, 3

Nazarene Theological Seminary, 2
Near East School of Theology, 3
New Brunswick Theological Seminary, 2
North Park Theological Seminary, 1

Pacific Lutheran Theological Seminary, 1
Pacific Theological College, 1
Perkins School of Theology, 1
Pittsburgh Theological Seminary, 4
Pontifical College Josephinum, 1

Pontifical Gregorian University, 1
Pontifical University of Saint Thomas Aquinas, 1
Presbyterian College and Theological Seminary, Seoul, 8
Presbyterian Theological Seminary, Mexico, 2
Presbyterian Theological Seminary, Seoul, 4
Princeton Theological Seminary, 126
Protestant Episcopal Theological Seminary, Virginia, 3

Queen's University, Canada, 1

Reformed Presbyterian Theological Seminary, 1
Reformed Theological College, Australia, 1
Regent College, 1

Saint Joseph's College, Pennsylvania, 1
Saint Joseph's Seminary, New York, 1
Saint Mary's Seminary and University, 4
Saint Paul School of Theology, 1
Saint Paul's United Theological College, Kenya, 1
San Francisco Theological Seminary, 1
School of Theology at Claremont, 2
Serampore University, 5
Southeastern Baptist Theological Seminary, 2
Southern Baptist Theological Seminary, 4
Southwestern Baptist Theological Seminary, 2
Sulpician Seminary of the Northwest, 1
Sung Kyul Theological Seminary, 1

Tae-Jon Presbyterian Theological Seminary, 1
Taiwan Theological College, 2
Theological Seminary of the Reformed Episcopal Church, 1
Tokyo Union Theological Seminary, 2
Trinity Evangelical Divinity School, 2
Trinity Lutheran Seminary, 1

Union Theological Seminary, Cavite, 1
Union Theological Seminary, New York, 86
Union Theological Seminary, Virginia, 5
United Reformed Theological Institution, Cluj, 1
United Theological Seminary of the Twin Cities, 1
United Theological Seminary, Ohio, 1
University of the South, 2
University of the Western Cape, 1
University of Edinburgh, 1
University of Erlangen, 1
University of Ghana, 1
University of Glasgow, 1
University of London, 1
University of South Africa, 1

Vanderbilt University Divinity School, 2
Virginia Union University, 3

Wartburg Theological Seminary, 2
Waterloo Lutheran Seminary, 1
Wesley Theological Seminary, 2
Western Theological Seminary, 2
Westminster Theological Seminary, 2

Yale University Divinity School, 11

Number of Seminaries, 123

## STATES AND TERRITORIES

Alaska, 1
Alabama, 7
Arizona, 4
Arkansas, 1
California, 75
Colorado, 13
Connecticut, 7
Delaware, 9
District of Columbia, 2

Florida, 16
Georgia, 12
Hawaii, 2
Idaho, 3
Illinois, 26
Indiana, 18
Iowa, 5
Kansas, 5
Kentucky, 3

Louisiana, 4
Maine, 2
Maryland, 22
Massachusetts, 15
Michigan, 26
Minnesota, 18
Mississippi, 3
Missouri, 4
Montana, 3
Nebraska, 1
Nevada, 4
New Hampshire, 1
New Jersey, 155
New Mexico, 4
New York, 63
North Carolina, 21
North Dakota, 2
Ohio, 18
Oklahoma, 3
Oregon, 5
Pennsylvania, 80
Puerto Rico, 1
South Carolina, 3
South Dakota, 2
Tennessee, 8
Texas, 31
Vermont, 1
Virginia, 21
Washington, 23
West Virginia, 5
Wisconsin, 3
Wyoming, 1

Number of States and Territories, 49

## COUNTRIES

Australia, 4
Bahamas, 1
Brazil, 2
Canada, 10
Czechoslovakia, 2
Germany, 5
Ghana, 2
Hong Kong, 1
Hungary, 1
India, 6
Japan, 3
Kenya, 1
Korea, 28
Lebanon, 3
Mexico, 1
Myanmar, 3
Philippines, 1
Poland, 1
Republic of South Africa, 2
United Kingdom, 3
Western Samoa, 1

Number of Countries, 21

## SUMMARY OF STUDENTS

| | |
|---|---|
| Visiting Scholars | 23 |
| Candidates for the Doctor of Philosophy Degree, Enrolled | 46 |
| Candidates for the Doctor of Ministry Degree, Enrolled | 23 |
| Candidates for the Master of Theology Degree, Enrolled | 94 |
| Candidates for the Master of Divinity Degree | 427 |
| Senior Class | 111 |
| Interns | 15 |
| Middle Class | 153 |
| Junior Class | 148 |
| Candidates for the Master of Arts Degree | 27 |
| Post-M.Div. | 2 |
| Senior Class | 13 |
| Junior Class | 12 |
| Special Students | 12 |
| *Total Regular Resident Students | 629 |
| Unclassified Students Enrolled for Credit | 56 |
| Post-Resident Doctor of Philosophy Candidates | 80 |
| Doctor of Ministry Candidates Not in Workshop | 90 |
| Total Active Enrollment | 855 |

* One student listed in two programs

# Degrees Conferred in 1991 ~

## MASTERS OF ARTS

Deborah Mary Casson
Ricardo Antonio Green
Julian Keith-Carrol Gordon Gumbs
Yong-Hee Jo
Jena Oh
Samuel Kofi Osabutey
Curtis Edward Robinson
Laura Jean Taylor de Palomino
*Edmund Za Bik

* Degree awarded February 1, 1991

## MASTERS OF DIVINITY

LynnMarie Lee Alloway
Devadarshan Niranjan Ambalavanar
Dale Peter Andrews
John Mehrdad Armajani
Roberta Ryan Arrowsmith
Wendell Elliot Baisden
John Floyd Beddingfield
Ansley Gramling Belcher
Robert William Bellin, Jr.
Christopher Charles Berg
Yvonne Young Best
Denise Nadine Blake
Ruth Elizabeth Boone
Dorothy Adams Booth
John Roger Bowen
Maurice Steven Briere
Linda Jean Buck
David Gordon Carpenter
Christopher Jerome Carter
Christine Ann Caton
Nancy Jo Clendenin
Marion Jacqueline Green Collins
Peter Dailey Cooper
Gregory Scott Cootsona
Deborah Moy Cordonnier
Laura Leigh Coston
Julie Michele Cowie
Brian Philip Croak
Stephen Ladd Cureton
Noelle Damico
Phoebe Townsend Davis
Scott Becker Davis
Ann Jolene Deibert
James Theodore Denley
Douglas Forbes Denne
Cheryl Ann Elfond
Eric Eugene Elnes
Beth Mae Emerich
Karla Ponder Endicott
Patricia Epprecht
Gregory Eubanks
Suzan Heintz Farley
Gregory Carl Faulkner
Dana Lewese Ferguson
Lisanne Gay Finston
Stuart Fletcher
Ernest Richard Flores
Karen Renee Frederick
Donald Edward Freeman
Douglas John Friant
Mark David Gabbard
Donnie Ray Garris
Thomas Gregory Gastil
Michael Thomas Girolimon
Gregory Glover
Richard Norman Graugh

Douglas Lorbeer Gray
Mark Frederick Greiner
Colette Lee Halverson
Rex Evan Hamilton
Deborah Lynn Hannay
Thomas Scott Hansen
Douglas Paul Harley
Anne Louise Heil
Nancy Christine Froling Heimsch
Paul Rely Heins
David Elliot Hipp III
Edmund Long Hoener, Jr.
Julie Elizabeth Holmes
Frank Shigaihisa Homsher
Sang Jin Hong
Sharon Dianne Horne
Paul Junggap Huh
Helga Jansons
Allen Conrad Jergenson
Steven Yong Sung Jhu
Robert Carl Joy
Jamie Lynn Kenyon
Eun Joo Kim
Hyun Chul Kim
Yunkon Kim
William Lee Kinney
Robyn Lynn Kool
Elizabeth Joy Anderson Kulvicki
Taku Kusakabe
Stephen Mark LaSor
Seung-Joon Lee
Debby Lee-Hong
Linda Jean Lloyd
Joseph Moody Martin, Jr.
Arthur Anthony McCaffrey
Michael Anthony McCloskey
Julian Madison McCullough
Lauren Joanne McFeaters
David James McGurk
Carol Antablin Miles
Gregg William Miller
Steven Bailey Miller
John Charles Minihan
James William Moore
Timothy Lawrence Morehouse
Lisa Doreen Morrison
Scott Neal Morschauser
Donald Collins Mullen
Christopher Michael Myers
Wayne Jeffrey Myers
Damayanthi Mercy Arulratnum Niles
Elsie Armstrong Olsen
Kim Annette Padfield
Bruce Paul Pajot
Aaron Won Park
Roger Edmond Patton
Anders Paul Pedersen
Glenn Douglas Perica
Margaret Hayes Prescott
Richard Alan Price
Christine Marie Randall
Richard Samuel Rawls
Thomas Franklin Rice
Linda Marie Rogge
Christopher Rosati
Karl Wesley Rossdeutscher
James Calvin Ryan
Pamela Sue Saturnia
Steven Dale Schibsted
Susan Carol Mitchell Scott
John David Shanley
Randall Lee Slettene
Suzanne Marie Smith
Ruth Miller Snyder
Suk-Bum Song
David Alan Spaulding
Maria Theresa Springer
Virginia Lee Starkey
Elizabeth Bagley Talbot
Maxine LaRue Thomas
James Paul Thompson
Craig Doran Van Alstine
Andrew Graham Vaughn
Carole Peterson Warfield
Tracy Fye Weatherhogg
Beth Lynn Wheeler
James Walter Wheeler
Ida Mechelle Wooden
Nichole Hyun-Joo Yim
Angela Lily Ying

## MASTERS OF THEOLOGY

Yongnan Ahn
Vanneya Perumal Athithan
Sang Awr
Miriam LaVerne Ballou
Roberto Bittencourt, Jr.
William Connie Blair, Jr.
Thomas Judge Boone III
Sandra Marcheta Levonne Booze-Bailey

Johannes Jacobus Bosman
Hamish McCallum Buntain
T. Devaputhiran
Daniel Milton Dolquist
Derek Alan Dowie
Andrew Merritt Ekblad
Baker Ninan Fenn
Joan Elizabeth Fleming
Rudolph Davila Gonzalez
Robert Gene Grahmann
Alf Emery Halvorson
Philip Eugene Holtan
Bernard Luai Hre
Scott Anthony Huber
Inchul Hwang
Jadell Janes
Ronald Norman Johnson
Byoung-Oh Kim
Hyosik Kim
Won-Ki Jamie Kim
Young-Keun Kim
Jo Ann Pepple Knight
Hillegonda Pietronella Koster
Lance Paul Krzywicki
Ruth En-Jen Kuo
Hak-Joon Lee
Robert Simpson Lewis, Jr.
Michael Earl Livingston
Yuh Bin Lo
Thomas Wai-Chung Loong
David Doxsee Miles
Peter Byong Soon Min
Munetsugu Minaga
John Charles Minihan
Gerald Stewart Mowry
Wesley Nam
Jae Young Noh
Kyoo Hoon Oh
Johnny Will Petty Poole
Jan Hendrick Pranger
Calvin David Redmond
Gregory Alan Robertson
Anthony Thomas Rossetti
Wesley Warren Smith II
Man Suk Soh
Timothy DaeKwon Son
Stanley Allen Steward
Jung-Oh Suh
Brian Carl Swedberg
Timothy Craig Tennent
Won Hyung Un
Sajan Varghese
Lynn Wagner

## DOCTORS OF MINISTRY

William Carlton Browne
Philip David Brumbaugh
John Roger Bucka
Robert Raymond Covington, Jr.
Elizabeth Anne Hassel
Edward Alexander Johnston
Stephens Gilbert Lytch
Floyd Jackson Mercer II
Jeffrey Kenneth Salkin
Emil Makennen Thomas
Clay Howard Turner

## DOCTOR OF PHILOSOPHY

Warren Christopher Carter
Terry Lee Cross
Stephen Frederick Dintaman
Gerhard Hauch
Ernest Paul Hess
Anri Morimoto
David Luka Mosoma
Setriakor Kobla Nyomi
Christopher Michael Ocker
Carolyn Jo Pressler
Frank Rogers, Jr.
Charles Thomas Rush, Jr.
Arthur Warren Walker-Jones
Gordon Mark Zerbe
Catherine Agnes Ziel

# Awards in 1991

THE FELLOWSHIP IN OLD TESTAMENT
*Andrew Graham Vaughn*

THE FELLOWSHIP IN NEW TESTAMENT
*Laura Leigh Coston*

THE FELLOWSHIP IN HISTORY
*Devadarshan Niranjan Ambalavanar*

THE FELLOWSHIP IN THEOLOGY
*Gregory Carl Faulkner*

THE FELLOWSHIP IN PRACTICAL THEOLOGY
*Mark Frederick Greiner*

THE GRADUATE STUDY FELLOWSHIPS FOR THE PARISH MINISTRY
*Dale Peter Andrews*
*Paul Junggap Huh*

PRIZES ON THE SAMUEL ROBINSON FOUNDATION
*David Scott Casson*
*Deborah Mary Casson*
*Derek Alan Dowie*
*Alicia McPherson Felce*
*James Walter Wheeler*

THE DAVID HUGH JONES PRIZE
*Paul Junggap Huh*

THE ROBERT GOODLIN PRIZE
*Phoebe Townsend Davis*

THE JAGOW PRIZES IN HOMILETICS AND SPEECH
*Dale Peter Andrews*
*Lisa Doreen Morrison*

THE MARY LONG GREIR - HUGH DAVIES PRIZE IN PREACHING
*Karla Ponder Endicott*

THE JOHN ALAN SWINK PRIZE IN PREACHING
*Angela Lily Ying*

THE GEORGE L. RENTSCHLER PRIZE IN SPEECH COMMUNICATION
*Nancy Heimsch*
*Lauren Joanne McFeaters*

THE CHARLES J. RELLER ABIDING MEMORIAL FUND AWARD
*Jon Mehrdad Armajani*

THE JOHN T. GALLOWAY PRIZE IN EXPOSITORY PREACHING
*Scott Neal Morschauser*

THE SAMUEL WILSON BLIZZARD MEMORIAL AWARD
*Douglas Forbes Denne*

THE FRIAR CLUB AWARD
*Nancy Jo Clendenin*

THE JOHN HAVRAN PRIZE IN CHRISTIAN EDUCATION
*Laura Taylor de Palomino*

THE BENJAMIN STANTON PRIZE IN OLD TESTAMENT
*David Scott Casson*

THE E. L. WAILES MEMORIAL PRIZE IN NEW TESTAMENT
*Henry Wolfgang Rietz*

THE HENRY SNYDER GEHMAN AWARD IN OLD TESTAMENT
*Karen Petersen Finch*

THE ARCHIBALD ALEXANDER HODGE PRIZE IN SYSTEMATIC THEOLOGY
*Michael John Hodges*
*Trevor Alan Rubingh*

THE WILLIAM TENNENT SCHOLARSHIP
*Eun Hyung Diane Kim*

THE EDWARD HOWELL ROBERTS SCHOLARSHIPS IN PREACHING
*Penelope Stechman*

THE PRESBYTERIAN MEDICAL CENTER OF PHILADELPHIA CLINICAL STUDIES AWARD
*Richard Wesley Haythorn III*

THE RAYMOND IRVING LINDQUIST FELLOWSHIP IN THE PARISH MINISTRY

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